

**A COMPARATIVE STUDY BETWEEN  
THE USE OF PLEASE STRATEGY AND IDEA DETAILS STRATEGY  
IN INCREASING STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY  
AT THE SECOND SEMESTER OF THE EIGHTH GRADE  
AT SMP NEGERI 2 MENGGALA  
IN THE ACADEMIC YEAR OF  
2018/2019**



(A Thesis)

Submitted as a Partial Fulfillment of  
the Requirement for S-1 Degree

**Composed By**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN LAMPUNG STATE ISLAMIC UNIVERSITY  
2019**

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2019**

## **ABSTRACT**

### **A COMPARATIVE STUDY BETWEEN THE USE OF PLEASE STRATEGY AND IDEA DETAILS STRATEGY IN INCREASING STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMP NEGERI 2 MENGGALA IN THE ACADEMIC YEAR OF 2018/2019**

**By:  
Windi Kurniati**

Based on classroom teaching and learning activities, it was found that some students experienced difficulties in learning writing. They were low-motivated in writing. In addition, the strategy using by the teacher was monotonous, which made the students were not interested in join English lesson especially writing. It was proven by the students' writing score in which 65% of the students got <71. For that reason, PLEASE strategy and Ideas Details strategy are the best answer to support success in teaching learning process to increase the students' descriptive text writing. The objective of this research is to find out significant difference between the use of PLEASE strategy and Ideas Details strategy in increasing students' descriptive text writing ability

This research methodology used static group comparison design. The population of this research was 8<sup>th</sup> grade students of 2<sup>nd</sup> Semester at SMP Negeri 2 Menggala in the Academic Year of 2018/2019. The total sample in this research was 64 students that were chosen by using Cluster Random Sampling, VIII A as experimental class A and VIII B as experimental class B. The treatments were held in 3 meetings for each class. Pre-test and post-test were implemented to collect the data. In collecting the data, the instrument was used writing test. After giving the post-test, SPSS was used to analyze the data to compute independent sample t-test

Form the data analysis computed by using SPSS, it was found the result of independent sample t-test Sig = 0.008 and  $\alpha = 0.05$ . Its means Ha was accepted because  $\text{Sig} < \alpha = 0.00 < \alpha = 0.05$ . It means that there was significant difference between the use of PLEASE strategy and Ideas Details strategy in increasing students' descriptive text writing ability.

**Keywords:** PLEASE Strategy, Ideas Details Strategy, Descriptive Text, and Static Group Comparison Design.





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## DECLARATION

I hereby state that this thesis entitled *A Comparative Study Between the Use of PLEASE Strategy and Ideas Detail Strategy in Increasing Students' Descriptive Text Writing Ability at the Second Semester of the Eighth Grade at SMP N 2 Menggala in the Academic Year of 2018/2019* is entirely individual accomplishment. Even though, several statements and theories from various sources were cited and adopted responsibly.



Bandar Lampung,  
Declared by,

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Windi Kurniati  
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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Who taught (the use of) the pen. Taught the man what he did not know.”  
(QS. AL-‘Alaq:4-5)<sup>1</sup>



---

<sup>1</sup> Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Beltsville: Amana Publication, 2005), p. 1506

## DEDICATION

This thesis is dedicated to:

1. My beloved father Mr. Sukarno and my beloved mother Mrs. Kasmiyati who always give support, spirit and pray for my success and my life.
2. My sister, Wulan Kuniati and My brothers, M. Surya Iqbal, M. Ilham Al-Hafizh and M. Faiz Rifa'I who always give me spirit and suggestion.
3. My special friend Edo Edwin who always support and remind me to do the best.
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5. My beloved almamater UIN Raden Intan Lampung and my Lecturer.

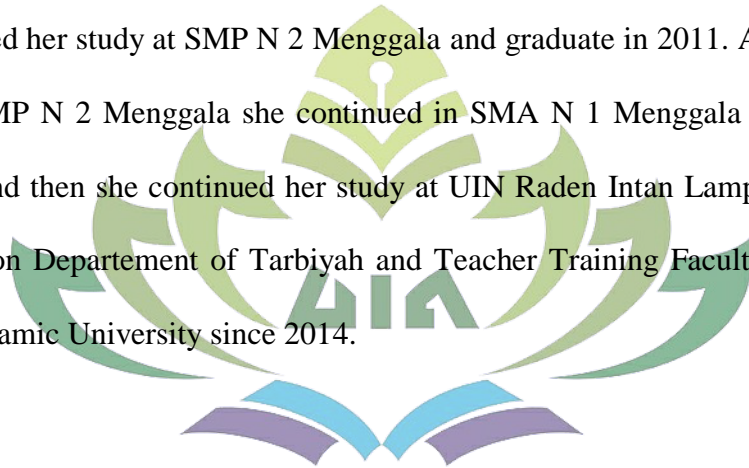




## **CURRICULUM VITAE**

The writer's name is Windi Kurniati. She was born on July 29<sup>th</sup>, 1996 in Menggala, Tulang Bawang. She is the first child of five children of the couple Mr Sukarno and Mrs. Kasmiyati. She has one sister. Her name is Wulan Kurniati and she has three brothers. They are M. Surya Iqbal, M. Ilham Al-hafizh and M. Faiz Rifa'i.

She started her formal education at SDN 1 UGI in 2004 and graduate in 2009, and continued her study at SMP N 2 Menggala and graduate in 2011. After graduating from SMP N 2 Menggala she continued in SMA N 1 Menggala and finished in 2014, and then she continued her study at UIN Raden Intan Lampung in English Education Departement of Tarbiyah and Teacher Training Faculty of the Raden Intan Islamic University since 2014.



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Finally, the writer is fully aware that there is still a lot of weaknesses in this thesis. Any correction, comments and critics for the improvement of this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung

Writer

Windi Kurniati

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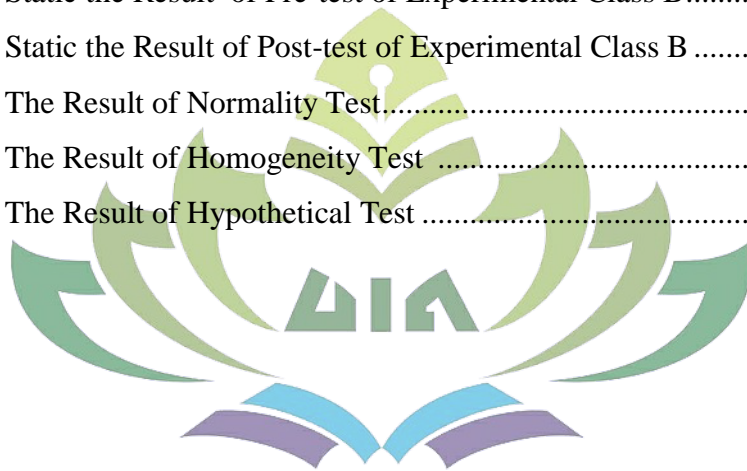
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is one of four language skills besides speaking, listening and reading in learning English. Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.<sup>1</sup> It means that writing is used to express someone's feelings and ideas. To accomplish that, brain will be used to produce idea, hand to write, and eyes for looking at the result of writing.

According to Sutanto, writing is as a process of expressing idea our thoughts in words that should be done at our leisure. It can be very enjoyable as long as we have the ideas and the means to achieve it.<sup>2</sup> Thus, writing is an enjoyable activity as long as writer can generate idea in her/his writing.

In teaching writing, the teacher should be able to get the students' attention and should be creative. Harmer says that by far the most important reason for teaching writing of course is that a basic of language skills.<sup>3</sup> In other words, the role of the teacher is very important to help the students in mastering the writing skill. Teaching writing is important because writing helps students in delivering some messages in written form. In line with Siahaan, writing is psychological

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<sup>1</sup>Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.48.

<sup>2</sup>Leo Sutanto, *Essay Writing*, (Yogyakarta: CV., Andi Offset, 2007), p.1.

<sup>3</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Fourth Edition) (Edinburgh Gate: Longman, 2007), p.23.

activity of the language user to put information in the writing text.<sup>4</sup> It means that writing is skill of a writer to communicate information to readers. Therefore, teacher should have interesting strategy to make the students more interest or active in writing and can involve the students to write independently.

Writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.<sup>5</sup> It means that, writing becomes one of the difficult skills for students because writing skill is not easy to be mastered, since in writing the students have to learn not only grammar but also all of aspects in writing skill. According to Raimes, states that there are many elements that should be considered and noticed in producing a piece of writing, for example content, grammar, syntax, mechanic, organization, word choice and so forth.<sup>6</sup> It means that some aspects of writing should be considered by students when they are going to write. If students have mastered these aspects, they will be able to write correctly based on the criterion.

In fact, many students found difficulties in writing, because they did not know how to express their idea well. Mostly, people consider that writing is one of difficult skills because it is a complex skill. The students must master vocabulary, grammar and the others. In addition, if they found difficulties in understanding the aspects of writing they found complexities in writing. Those problems are also found at SMP Negeri 2 Menggala. Many students at SMP Negeri 2 Menggala faced difficulties in writing.

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<sup>4</sup>Sanggam Siahaan, *Generic Text Structure*, (1<sup>st</sup> edition) (Yogyakarta: Graha Ilmu, 2008), p.3.

<sup>5</sup>Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graham Ilmu, 2007), p.2.

<sup>6</sup>Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.2.



Based on the preliminary research on Saturday, March 3<sup>rd</sup> 2018 in SMP Negeri 2 Menggala especially the eighth grade, some problems in learning English especially writing was found. Based on interviewing an English teacher Aria Agustina, S.Pd, the students still find difficulties in writing. The student still cannot develop their ideas to write, they are also lack in vocabulary and grammar. It makes them cannot write correctly, and the other problem is the students' motivation in learning English is low.<sup>7</sup>

Besides interviewing the teacher, some students of eighth grade at SMP Negeri 2 Menggala were interviewed. The students assumed that they feel bored when learning English because the teacher did not use interesting strategy in teaching writing. Besides, the students got difficulty to express their ideas or organize their ideas, and they do not master vocabulary and grammar.<sup>8</sup> From the result of interview, it can be concluded that some students faced difficulties in learning writing.

The researcher also asked the teacher about the students' English ability especially writing descriptive text. From that interview, the researcher also got the data that showed the students' descriptive text score is still under average. It can be seen in Table 1:

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<sup>7</sup>Aria Agustina, as an English Teacher in at SMP Negeri 2 Menggala, Tulang Bawang, March 3<sup>rd</sup> 2018, an interview, Unpublished.

<sup>8</sup>The students eight grade of SMP Negeri 2 Menggala, March 3<sup>rd</sup> 2018, an interview, Unpublished.

**Table 1**  
**Students' Score of Descriptive Text Writing at the Eighth Grade of SMP Negeri 2**  
**Menggala, Tulang Bawang in Academic Year of 2018/2019.**

No	Students' Score	Class						Total	Percentage
		A	B	C	D	E	F		
1	$\geq 71$	13	12	9	10	12	9	65	34.40%
2	$< 71$	19	20	22	22	20	21	124	65.60%
<b>Total</b>		<b>32</b>	<b>32</b>	<b>31</b>	<b>32</b>	<b>32</b>	<b>30</b>	<b>189</b>	<b>100%</b>

Source: English Teacher in SMP Negeri 02Menggala, Tulang Bawang.

From the data in Table 1, it can be seen there are 65 students who passed the criteria of minimum mastery (KKM). Then, there are 142 students who did not.<sup>9</sup> It means that there are still many students who were unable to pass the criteria of minimum mastery.

In this case, the teacher should have new strategy in teaching learning process in order to the students can be more creative and easier to develop their ideas especially in writing.

Having good and suitable strategy in teaching and learning process is very helpful. Good strategy will be the one of solutions to solve the problems that appeared in SMP Negeri 2 Menggala. Teacher should use the appropriate strategy that can be used to help students to increase their participation in the class, and make them interested in writing. There are many strategies that can be applied in teaching writing, two of them are PLEASE Strategy and Ideas Details Strategy. Those strategies are effective for teaching writing.

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<sup>9</sup> Aria Agustina, *Data of English Score at the Eight Grade of SMPN 02 Menggala*, March 3<sup>rd</sup> 2018, Unpublished.

PLEASE is an acronym from six strategies for each letter mnemonic, those are: Pick, List, Evaluate, Activate, Supply and End.<sup>10</sup> Those steps help students to develop their ability in writing. PLEASE strategy is effective for improving the students' ability in writing text. It was supported by previous research that had been done by Yulastri, entitled "The Effect of Using Pick, List, Evaluate, Active, Supply, and End Strategy towards Students' Writing Achievement for Eleventh Grade of Senior High School Students". Based on her research, the result showed that there was significant effect of using PLEASE strategy on students' writing achievement.<sup>11</sup>

Another research which is conducted by Basri entitled "Improving Writing Skills by Using Please Strategy of Seventh Grade Students at Mts Nurul Falah Air Mesu Pangkalanbaru", also showed that PLEASE is suitable strategy in improving writing skills. There was a significant difference in improving writing skills between students who were taught by using PLEASE strategy and the students who were not taught by PLEASE. There was a real significance in difference between experimental group and control group.<sup>12</sup>

Based on those explanations, it can be concluded that PLEASE strategy is a strategy which is suitable for the teacher to improve students' writing skill and

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<sup>10</sup>Marshal Welch, 1992. *The PLEASE Strategy: A Metacognitive Learning Strategy for Improving the Paragraph Writing of Students with Mild Learning Disabilities*, <https://journals.sagepub.com/doi/10.2307/1511013>, accessed on January 28<sup>th</sup> 2018, p.122.

<sup>11</sup>Nella Yulastri, *The Effect of using pick, list, evaluate, active, supply, and End strategy toward's students' writing Achievement for eleventh grade of senior high school students*, <http://download.portalgaruda.org/article.php>, accessed on januari 28<sup>th</sup> 2018, p.6.

<sup>12</sup>Samsul Basri, *Improving Writing Skills By Using Please Strategy Of Seventh Grade Students at Mt Nurul Falah Air Mesu Pangkalanbaru. journal of STUDIA vol 1 no 1 mei2016*, p.46. <http://ojs.stainbabel.ac.id/index.php/STUDIA/article/view/7>, accessed on march 20<sup>th</sup> 2018



give the effect in developing their ability in writing. Besides PLEASE strategy there is another strategy, called Ideas Details strategy.

Idea Details strategy is a very simple strategy that is much more powerful than it looks. Helps writers add detail but can also be used to create entire pieces of writing all of it.<sup>13</sup> It was supported by previous research Wirabawa entitled “Improving Students’ Writing Competency through the Ideas-Details Strategy in Class XI IPA- 2 of SMA N 1 Sukasada”. In his research he said that the implementation of Ideas Details strategy was success to improve the students’ writing competency in narrative and report text.<sup>14</sup>

According to previous research by Yohana entitled “The Effect of Using Idea Details Strategy toward Students’ Ability in Writing of Second Year Student at SMP N 5 DUMAI”. She also said that idea details make the students easy to deliver their idea in writing. They are given to think before writing what the details of their idea. The result of her research there was significant effect of using Idea Details Strategy towards students’ ability in writing.<sup>15</sup>

Based on those explanations, idea details strategy also can improve the students’ writing competency and give effect in develop students’ ability in

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<sup>13</sup>Steve Peha, *The writing Teacher’s Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003), p.28.

<sup>14</sup>Ngurah Wirabawa, *Improving students’ writing competency through The Ideas-details strategy in class XI IPA- 2 of SMA N 1 Sukasada*, <https://www.google.com/url?sa=t&source=web&rct=j&url=https://ejournal.undiksha.ac.id/index.php/JEAR/article/download/10119/> , accessed on January 28<sup>th</sup> 2018, p.18.

<sup>15</sup>Apri Dwi Yohana, *The Effect of Using Idea Details Strategy Toward Students’ Ability in Writing of Second Year Student at SMP N 5 DUMAI*, <http://repository.uin-suska.ac.id/10133/>, accessed on January 28<sup>th</sup> 2018p.18.

writing. This strategy is also suitable for students and it is also to make easy to write something.

Based on the result of previous research which has been done by several researchers, show that those strategies can improve students' writing ability. It line with Yulastri and Basri's researches at eleventh grade of senior high school Pertiwi 2 Padang 2013/2014 academic year and at Seventh Grade Students At Mts Nurul Falah Air Mesu Pangkalanbaru, the result of both researches showed that PLEASE strategy is very useful for teaching writing to improve the students' writing skill. Besides, there were also the results of researches which are completed by Wirabawa and Yohana through different strategies. The strategy is Idea Details strategy. The first researcher is Wirabawa. He did a research by using the Idea details Strategy that was done in Class XI IPA- 2 of SMA N 1 Sukasada. Then the other researcher is Yohana, she did the research by using Idea Details strategy in teaching writing at SMP N 5 DUMAI. The result of both research showed that Idea Details strategy is suitable strategy that can be applied to increase students' writing skill.

Thus, the differences between all previous researches and this research are the all previous research did a research by using PLEASE and Ideas details strategy for teaching writing, but in this research, the researcher will focus on PLEASE strategy and Ideas Details strategy in teaching writing descriptive text at SMP Negeri 2 Menggala. The researcher takes writing descriptive text because this text appropriate based on the materials in English Curriculum for Junior high school at eighth grade. Then, in this research was conducted a comparative to

compare both strategies by seeing the percentage of increasing or decreasing of students' score after implementing both strategies toward students. PLEASE strategy and Ideas Details strategy were implemented to find the most effective strategy in increasing students' descriptive text writing ability.

From those explanations, it can be concluded that teaching and learning of writing will be easier if the teacher uses PLEASE or Idea Details Strategy. Those strategies helped the students to develop their ability in writing. From this case, the researcher wants to know which strategy which is more effective to be applied in teaching descriptive text writing.

Referring to the discussion in the background of the problem, the researcher is interested to bring and acts out the problems into a research entitled: A Comparative Study between the use of PLEASE Strategy and Idea Details Strategy in Increasing the Students' Descriptive Text Writing Ability at the Eighth Grade of SMP Negeri 02 Menggala in the Academic Year of 2018/2019.

## **B. Identification of the Problem**

Based on the background of the problem, the researcher identified the problem as follows:

1. The students found difficulties to express and develop their ideas in writing.
2. The students cannot write correctly.
3. The students were lack in vocabulary and grammar.
4. The teacher did not have an interesting strategy in teaching writing.



### **C. Limitation of the Problem**

Referring to the identification of the problem, the researcher wants to know the significant difference of using PLEASE Strategy and Idea Details Strategy towards students' descriptive writing ability at the eighth grade of SMP Negeri2 Menggala, in the academic year of 2018/2019. This research focused on teaching descriptive text about people (famous singer), place (recreation place) and animal (pet animal).

### **D. Formulation of the Problem**

Based on limitation of the problems, the researcher formulates the problem in this research as follow: Is there any significant difference between the use of PLEASE Strategy and Idea Details Strategy in increasing the students' descriptive text writing ability at the eighth grade of SMP Negeri 2 Menggala, in the academic year of 2018/2019.

### **E. Objective and Use of the Research**

#### **1. Objective of the Research**

The objectives of the study is intended to find out whether there is significant difference between the use of PLEASE Strategy and Idea Details Strategy in increasing the students' descriptive text writing ability.

## 2. Use of the Research

### a. Theoretically

Theoretically, the result of the research was expected to be used to support the theory which explained in the next chapter about a comparative study between the use of PLEASE Strategy and Idea Details Strategy in increasing the students' descriptive text writing ability.

### b. Practically

#### a) For the students

The students got easy to write something by PLEASE Strategy and Ideas Details Strategy.

#### b) For the teacher

To give information for the English teacher, that PLEASE Strategy or Ideas Details Strategy are more effective to be used in teaching descriptive text writing ability.

#### c) For the researcher

The researcher knew about the students' descriptive text writing ability especially by using PLEASE Strategy or Ideas Details Strategy and the research can carry out the strategy to the next teaching and learning in the classroom.

## **F. Scope of the Research**

Scope of the research is as follows;

### **a. Subject of the Research**

The subject of the research was the students at the Eighth Grade of SMP Negeri 2 Menggala, Tulang Bawang in the academic year of 2018/2019.

### **b. Object of the Research**

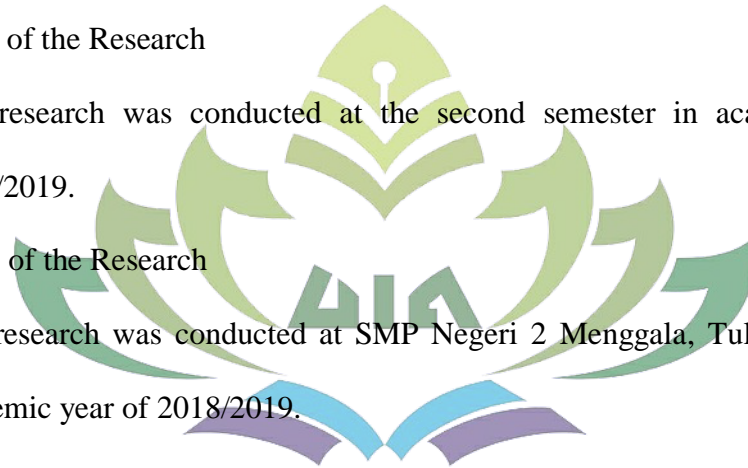
PLEASE Strategy and Idea Details Strategy were used as the object of the research as well as the students' descriptive text writing ability.

### **c. Time of the Research**

The research was conducted at the second semester in academic year of 2018/2019.

### **d. Place of the Research**

The research was conducted at SMP Negeri 2 Menggala, Tulang Bawang in academic year of 2018/2019.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame Theories

##### 1. Writing

There are some theories about concept of writing, writing process, writing ability, and teaching writing.

##### a. Concept of Writing

Writing is one way to send the message or information from writer to the reader. Siahaan said that the skill aims to communicate information to reader, her or his skill is also realized by her or his ability to apply rules of the language, they are writing to transfer the information, and she or he has in her or his mind to her or his readers effectively.<sup>1</sup> It means that writing is one of manner to convey information to the others in writing form.

Meanwhile, writing is language skill that involves language production and therefore often referred to as productive skill.<sup>2</sup> Hyland adds that writing is seen as a product constructed from the researcher's command of grammatical and lexical knowledge.<sup>3</sup> Thus, writing is a result that is gotten by a process to construct some aspects of writing like grammatical and writer's knowledge or experience. In writing skill, the students should be able to produce the language based on the writing rules.

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<sup>1</sup>Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Candi Gerbang Permai, 2008), p.2.

<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Publishing, 2006), p.16.

<sup>3</sup>Hyland Ken, *Second Language Writing* (New York: Cambridge University Press, 2003), p.3.

Besides, writing is one of four skills in English that must be mastered by students. Writing is the language skill used least by most people. It also a skill usually learnt formally at school, and not handled well by many people.<sup>4</sup> It means that writing is one of English skill that is used by many people and it becomes one of the subjects which is learned by the students school.

Based on those statements, the researcher concludes that writing is productive skill to express the idea in writing in order to deliver message to the readers. Because writing is not only unrelated sentences or words, but also have to be careful and concern about grammatical, so the message of the writing can be caught correctly by readers.

#### **b. Concept of Writing Process**

Writing process is the stages a write goes through in order to produce something in its final written form.<sup>5</sup> It means that writing is activity to express and put on the ideas or thought on written form. It can be said that when we are trying to write something, we need some steps. Writing is an activity that has several steps, this activity used to express and put the ideas into writing form. It can be concluded that writing is never a one step action, or in other words it is a process that has several steps. The steps of writing should be mastered by the writer in order to produce a good writing.

Harmer states that writing process is divided into four stages. They are:

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<sup>4</sup>Paul Davies, *Success in English Teaching*, (New York: Oxford University Press, 2002), p. 101.

<sup>5</sup>J. B. Heaton, *Writing EnglishLanguage Tests*. (New York: Longman, 1988), p. 135.

a. Planning

Experienced reserchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some reserchers this may involve making detail notes. When planning, reserchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of draft may be produced on the way the final version.

c. Editing (reflecting and revising)

Once resercher has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.

d. Final version

Once reserchers have edited their draft, making the changes they consider to be necessary, they produce their final version.<sup>6</sup>

It can be concluded that writing has four proceses that should be done by the writers: the process are planning, drafting, editing and final version. Furthermore, Harmer states that writing process is the stages a resercher goes through in order to produce something and its final written form. This process

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<sup>6</sup>Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p.4.

may of course be affected by the content of the writing, the types of writing (letters, essays, descriptives, or novel) and the medium it is in (pen and paper computer word file, etc.).<sup>7</sup> It means that beside the stage that should be known by the writer, the writer also should know about the content of writing that is needed in the writing process in creating a good writing.

From those statements, it can be concluded that writing process is a process to create something in form of written language. Furthermore, writing process is an activity to produce a good written that suitable based on the rule of writing. Nonetheless, it is needed some steps or process in written language. The students made a good writing if they follow rules of writing process such as started with planning, drafting, editing and final version.

### c. Concept of Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of readers.<sup>8</sup> Consecutively, writing ability is an ability to convey ideas between the reader and writer. Many people said that writing is difficult skill. It because this skill can not achieve in short time. This skill belong to difficult since the writer must attention some aspects like content, grammatical, vocabulary, and others.

According to Heaton, five major aspects are accompanied by explicit description of what is mean by the different band-scales.<sup>9</sup> The criteria of good writing are:

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<sup>7</sup>*Ibid*, p.5.

<sup>8</sup>Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.22.

<sup>9</sup>J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135.



- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write in appropriate manner).
- c. Vocabulary (the ability to use of word/idiom).
- d. Language use (the ability to write appropriate structure).
- e. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).

Besides, writing ability is very important for writer especially to get excellent writing. Brown gives some tips that can help to improve writing ability;

1. use acceptable grammatical systems (e.g tense, agreements, pluralization, patterns and rules);
2. express a particular meaning in different grammatical forms;
3. use cohesive device in written discourse;
4. use the rhetorical forms and conventions of written discourse;
5. appropriately accomplish the communicative functions of written texts according to form and purpose;
6. convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification;
7. distinguish between literal and implied meaning when writing;
8. correctly convey culturally specific references in the context of the written text;
9. develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer and instructor

feedback and using feedback for revising and editing;

10. brush up on grammar and style;<sup>10</sup>

It can be concluded that, we can apply all tips if we want to improve our writing ability. Writing ability is an ability to produce good writing. To produce good writing, the writer should study hard and practice more so that the readers can understand the writing that is produced.

From those statements, it can be concluded that writing has five components: content, grammar, organization, vocabulary, and mechanic. Those components should be attended by researcher to get good writing and to get ability in produce written skill. Then, to produce good writing, the writer should study hard and practice more so that the readers can understand the written form that is produced.

#### **e. Concept of Teaching Writing**

Writing is one of the language skills in English that should be grasped by the students. To help the students in mastering writing skill the teacher should have certain approach related to the goal in order to improve students' writing ability. Conventionally there have been two main approaches to teaching writing: a skill-based approach and more recently, the process approach.<sup>11</sup> Herein, to achieve the goal, several approaches should be considered by the teacher, especially when teaching writing. Furthermore, Harmer said that teaching writing

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<sup>10</sup>H. Douglas Brown, *Principle of Language Learning and Teaching*, (3<sup>th</sup> Edition) (California: Addison Wesley Longman, 2000), p. 343.

<sup>11</sup>Peter Westwood, *What Teacher Needs to Know about Reading and Writing Difficulties*, (Australia: ACER Press, 2008), p.70.

is focus on product and writing process.<sup>12</sup> Consecutively, teaching writing to the students focus on what students can produce through long process starting from brainstorming up to final product.

Teaching of writing is a process sharing information and knowledge about writing from the teacher to the students. Harmer says that by far the most important reason for teaching writing of course is that a basic of language skills.<sup>13</sup> It means that, teaching writing is very important for the students. However, learning is not easy because the students should learn some components, namely: structure, spelling, and punctuation.

Teaching writing is done in a way that must be observed as a process, so the students must be given knowledge about procedural on writing process, after that the teacher needs to test her or his students. Harmer says students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text. He adds in the teaching of writing, the teacher can focus on the product to that writing or on the writing process itself.<sup>14</sup> It means that to be a good writer the students need to learn and practice their writing by putting their own word together based on the English grammatical rules. The procedures of teaching writing can be described as follows:

#### a. Pre-writing Activity

In pre-writing activity, the teacher will give apperception to the students by asking the questions.

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<sup>12</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1999), p. 257.

<sup>13</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Fourth Edition, Edinburgh Gate: Longman,2007) ,p.23.

<sup>14</sup> Jeremy harmer, Op.cit.,,p.128.

b. While-writing Activity

In while-writing activity, the teacher will explain the goals, the objective of instructions and also some aspects of writing used to make a good writing for example of descriptive text.

c. Post-writing Activity

The last is post-writing activity. In this section, the teacher will ask to the students to make a descriptive text. After that the students should check their work. It should be done to find out the mistakes of some aspects of writing. After that the students can rewrite their work and the teacher asks the students to submit their work.<sup>15</sup>

It can be concluded that to make a good writing the writer should follow the writing's procedure including: pre- writing activity, while-writing activity and post-writing activity. From those explanations, it can be concluded that teaching writing is focus on product writing process. The procedures of teaching writing divides into 3 activities, they are pre-writing activity, while-writing activity and post-writing activity, after the teacher knows the procedure of teaching writing, so the teacher can focus on the product of writing or on the writing process itself.

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<sup>15</sup>*Ibid.*, p.128.



## B. Text

### a. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and written text.<sup>16</sup> In addition to, in a text contain of meaning morpheme, phrase, clause, sentence and discourse or another linguistic unit. A text is not only ideas that conveyed in form of written but also ideas or information delivered orally such as speech, conversation, etc.

According to Anderson, a written text is any meaningful written text.<sup>17</sup> It means that text is a number of words to give a message to somebody in written or spoken. Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.<sup>18</sup> It means that text is used as a communication by the writer with organized the structure of text on grammatical of word, clause and sentences.

Furthermore, Anderson said that a text is when these words are putting together to communicate a meaning, a piece of text is created. There are two main categories of texts literary and factual.<sup>19</sup> It means that, text is arranging of words to be a sentence in order to deliver a message or information.

#### 1. Literacy Texts

Literacy text include Aborigin dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas are

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<sup>16</sup>Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1.

<sup>17</sup>Mark Anderson, Kathy Anderson, *Text type in English* (Shout Yarra: Mackmillan, Education Australia 1997), p.1.

<sup>18</sup> Ken Hayland, *Teaching and Researching Writing* (2<sup>th</sup> Edition) (Edinburgh Gate: Pearson, 2009), p.8.

<sup>19</sup>Anderson, Op.cit, p.2.

constructed to appeal the emotions and imagination. Literacy text can make the readers laugh or cry. These are the main text types in this category: narrative, poetic, and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

## 2. Factual texts

Factual text include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, report and instructions present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure. From explanation above, in addition to there are several kinds of text related to teaching and learning English.

From those explanations, it can be concluded that text is an original words of something written or spoken to give information about something for one people to another.

### **b. Kinds of Text**

According to English Syllabus, the teaching of writing for learners of Junior High School involves the teaching of paragraphs or text. In English we can find many kinds of text in teaching writing. Each of these texts has its own characteristics and functions.

However, Gerot and Wignell classify the kinds of text into thirteen types, there are:

a. Spoof Text

Spoof text is to retell an event with a humorous twist.

b. Recounts Text

Recount text is to retell events for purpose of informing or entertaining.

c. Report Text

Report is to describe the way things are, with reference to a range of natural of natural, made, and social phenomena in our environment.

d. Analytical Exposition Text

Analytical exposition text is to persuade the reader or listener that something is the case.

e. News Item

News item is a text to inform readers, listeners, or viewer about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative Text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe and reveal a particular person, place, or thing.

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the process involved in the information or workings of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews text is a text to critique an art work or event for public audience.<sup>20</sup>

Based on those explanations, it can be concluded that there are many kinds of text that must be mastered by the students in writing for increasing the student's writing ability. In this case, the researcher only focused on student's descriptive text writing ability as the form of writing that was investigated because this kind of writing form will be the material that should be learned by the students of eighth grade.

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<sup>20</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia; Antipodean Educational Enterprises (AEE), 1994), pp.192-204.



### C. Concept of Descriptive Text

Many of experts describe the definition of descriptive text. Descriptive text is one of English text that used to describe something or someone. In concept of descriptive text explain about definition of descriptive text, generic structure of descriptive text, language features of descriptive text, and example of descriptive text.

#### a. Definition of Descriptive text

According to Crimmon, description is a text for presenting a verbal portrait of a person, place, or thing.<sup>21</sup> It can be said that when we talk about description, it will discuss about how to describe a person, place or thing. In this type of text, the students should write down the characteristics of an object in written form clearly, in order to make the reader understand about the object being described. In writing descriptive text, the students ask to write down introduction about the object and describe details appearance of the object.

Descriptive text is the text that describe information an object.<sup>22</sup> Siahaan says the object can be anything. It can be a concrete object such person, or an animal, or plan, or a car etc.<sup>23</sup> It means that descriptive text is text that used to explain about objects. Usually we use descriptive to describe or to make a description about certain place, person or things.

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<sup>21</sup>James M. McCrimmon, *Writing With a Purpose* (8<sup>th</sup> Edition), (Houghton Mifflin Company, 1984), p.163.

<sup>22</sup>Pardiyono, *Teaching Genre Based Speaking*, (Yogyakarta: ANDI OFFSET, 2009), p. 122.

<sup>23</sup>Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Candi Gerbang Permai 2008.), p.119.

Based on those explanations, it can be concluded that descriptive is a written English text in which describes the characteristics of something, it can be a person, a place or thing. In descriptive text we describe something more detail and specific.

### **b. Language Features**

According to Gerot and Wignell descriptive text has language features as follow:<sup>24</sup>

1. Focus on specific participants; it uses a specific noun or subject.
2. Use of attribute and identifying process; relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something or to assign a quality to something.
3. Frequent use of epithets and classifiers in nominal groups; it uses the figurative language to mention the participants and also uses various types of adjectives that used to describe, number and classify the things.
4. Use of simple present tense.

### **c. Generic Structure**

Based on the rhetorical structure in descriptive text, the generic structure of descriptive text consists of identification and description. Generic structures are the part of the text and each part has its own function. In other words, generic structure is the elements existing in the text. The rhetorical structures of the descriptive text are:

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<sup>24</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (Sydney: Gerd Stabler, 1994), p.408.

- a. **Identification:** it is a statement or a short paragraph that identifies the object that is going to describe. It is usually interesting and able to provide the readers to be eager to read the text.
- b. **Description :** it may consist of one or several paragraph, this part is used to give sufficient description about the object as mentioned in the identification part, the description of the object can be done according to different angles, such as size, length, strength, color, height, condition of location, weather, etc.<sup>25</sup>

Based on the explanation above, it can be concluded that descriptive text has two parts, namely generic structure, they are identification and description.

#### d. **Example of Descriptive Text**

The following example of descriptive text contains identification and description.

##### 1. **Identification:**

Edi Sumorangkir has a hobby. His hobby is sport. He likes jogging.

##### 2. **Description:**

Jogging is run slowly and steadily for a time. He likes jogging because it is simple and cheap. It does not need many equipment and much money. He just needs a set of sport, clothes, and a pair of running shoes.

He always goes jogging every Sunday morning with his friends. They usually do jogging in Manahan Stadium. It is very crowded on Sunday

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<sup>25</sup>Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi Offset, 2007), p.34.

morning and holiday. He never absent for jogging except he get sick or rain. So it, sport amazed if he has a strong and healthy body.<sup>26</sup>

#### **D. Concept of Descriptive Text Writing Ability**

Writing is among the most important skills that students need to develop. Writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.<sup>27</sup> It means that writing is the way to transfer the personal meanings to others in written form. Then, Gerot and Wignell define descriptive text as a text which has social function to describe a particular person, place, or thing.<sup>28</sup> It can be said that descriptive text is a text which tells a details of something looks like. Descriptive writing expresses and develops image through the use of precise sensory words and phrases.

To master descriptive text writing ability, there are some aspects should be concerned about by the students. In making a good descriptive text, the students should know and understand the generic structure and the grammatical features of descriptive text. Then, it should be balance with the five criteria of good writing, which are, content, organization, vocabulary, languages, and mechanics.

Based on those explanations, it can be concluded that descriptive text writing ability is an ability of language learners to describe something such as

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<sup>26</sup>Samsul Basri, Improving Writing Skills By Using Please Strategy Of Seventh Grade Students At Mts Nurul Falah Air Mesu Pangkalanbaru, *Journal Of Studia Volume 1 No 1 Mei 2016*, <http://ojs.stainbabel.ac.id/index.php/STUDIA/article/view/7>, accessed on march 20<sup>th</sup> 2018, p.35.

<sup>27</sup>Christopher Tribble, *Writing*. ( New York: Oxford University Press, 1996), p.130.

<sup>28</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994), pp.192-204.



person, thing, or place as real as it is in written form which fulfills good mastery of aspect of writing including content, organization, vocabulary, language and mechanics.

### **E. Concept of PLEASE Strategy**

PLEASE strategy is strategy to help the students to make a good text. The students get a guide to make a text by following each step. PLEASE strategy has six steps: pick, list, evaluate, active, supply, and end. Concept of PLEASE strategy explains about definition of PLEASE strategy, procedure of PLEASE strategy, advantages and disadvantages of PLEASE strategy, and teaching descriptive text by using PLEASE strategy

#### **a. Definition of PLEASE Strategy**

PLEASE is a mnemonic writing strategy that can be effective to improve the students' writing ability. Vildan stated that, PLEASE strategy is effective for improving the students' ability in writing.<sup>29</sup>

PLEASE strategy is strategy using mnemonic letter for each letter, those are: P for pick, pick a topic. L for List, list the ideas about the topic. E for Evaluate, evaluate the list of ideas and plan the best way to organize the ideas. A for Activate, activate the paragraph with a topic sentence. S for Supply, supply the supporting sentences. E for End, end writing with concluding sentence and

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<sup>29</sup>Akincilar, Vildan.2010. *The effect of PLEASE Strategy Training Through The Self-Regulated Strategy Development (SRSD) Model On Fifth Grade EFL Students' Descriptive Writing*, p.53.

evaluate your work.<sup>30</sup> It means that those step help and guide students when they do writing.

According to Welch, the PLEASE strategy was develop to address types of written expression deficits related to prewriting planning, composition and revision.<sup>31</sup> According to Liza, the teacher can adapt this strategy and use it in writing a text, because basically this strategy is the same with writing process. This strategy guide the students how their start writing and generate their idea until the end of their writting.<sup>32</sup> It means that PLEASE strategy will help the students to write, how to collect the data and how to start the first sentence, put the data and information in their writing and how to revise and end their writing.

It can be concluded that PLEASE is a strategy in writing process. PLEASE strategy is strategy used by the teacher to guide the students when they make a paragraph or text. In this strategy, the students can follow each step on PLEASE stand for Pick, List, Evaluate, Activate, Supply and End. By using this strategy the students will be helped to start writing and help them to write step by step until they finish writing a descriptive text.

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<sup>30</sup>Welch, M, *The PLEASE strategy: A metacognitive learning strategy for improving the paragraph writing of students with mild disabilities. (Journal of Learning Disabilities Quarterly volume 15, 1992,*<https://journals.sagepub.com/doi/10.2307/1511013>, accessed on January 28<sup>th</sup> 2018p.122.

<sup>31</sup>*Ibid.*, p. 121.

<sup>32</sup>Mona Liza, Using PLEASE Strategy in Teaching Writing a Descriptive Text, *Journal of English Language Teaching*, (Vol. 1 No. 2, Maret 2013, Serie E), <http://ejournal.unp.ac.id/index.php/jelt/article/view/1980>, accesed on March 20<sup>th</sup> 2018, p. 438.

### **b. Procedure of PLEASE Strategy**

PLEASE strategy designed to facilitate metacognitive problem solving, the strategy provides students with a repertoire of behaviors through the use of a first letter mnemonic that cues students on how to complete the writing task independently. The procedure PLEASE strategies are:

1. The first step of the PLEASE strategy, "P," represents the action, Pick. Students are taught how to (a) pick their topic, (b) pick their audience, and (c) pick the appropriate textual format (enumerative, compare/contrast, cause and effect) given the topic, purpose, and audience.
2. The second, letter "L," the second strategy step, refers to List. Students are taught various techniques of listing information about the topic to be used in sentence generation, ongoing evaluation, and organizational planning
3. The third step, "E," which represents the action of Evaluate. Students are taught how to evaluate if their list is complete and then plan the best way to organize/or sequence the ideas that will be used to generate supporting
4. The fourth objective/step of the PLEASE strategy, therefore, is "A," which stands for Activate the paragraph with a topic sentence. Students are instructed how to write a short and simple declarative to pick sentence that will "activate" the written idea for the reader.
5. The fifth step, represented by the letter "S," cues students to extrapolate information from their list of generated ideas to Supply supporting sentences. Students assimilate and master skills that subsequently allow them to write a

single sentence based on an item from their list. Gradually, students enhance the idea by generating clarifying or "expansion" sentences.

6. The final component of the strategy, "E," reminds students to End with a concluding sentence and evaluate. That is, they are taught how to rephrase their topic sentence by using synonyms to generate a concluding sentence. This final step also provides the students with a last opportunity to evaluate or "police" their written work for capitalization, overall appearance, punctuation, and spelling.<sup>33</sup>

Furthermore, another procedure of PLEASE strategy is from Liza. Teaching writing by using PLEASE strategy can be used for junior high school students at the first grade. Teaching writing and learning process in junior high school is covered by three steps; pre-teaching activities, whilst-teaching activities, and post teaching activities. The stages are explained as follows:

a. Pre- teaching Activities Pre-teaching

Activities are done at the beginning of the classroom. It is a kind of warming up activities, which is done in order to build the students background knowledge about the topic that they are going to study. In this pre-teaching activity, the students are introduced to the topic or the lesson to be taught. The activities will give some new information that stimulate and increase the students' concentration.

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<sup>33</sup>Welch, M., & Jensen, J.B. 1990. Write, P.L.E.A.S.E.: A video assisted strategic intervention to improve written expression of inefficient learners. *Journal of Remedial and Special Education*, volume 12 issues January 1990, <https://journals.sagepub.com/doi/pdf/10.1177/074193259101200109> , accessed on March 8<sup>th</sup> 2018, p. 39.

### b. Whilst- teaching Activity

Whilst-teaching activities are the activities conducted during teaching process. In this phase, the teacher leads the students to the main activity in the teaching learning process. The students will be lead to write a descriptive text by PLEASE strategy. Whilst-teaching activity consists of three stages. They are exploration, elaboration, and confirmation.

#### a) Exploration

Exploration is the first stage in whilst-teaching activity. The teacher gives some questions to the students to stimulate them about describing places. In this stage the teacher tells the students what they are going to learn that is describing place. In this phase of teaching, the teacher explains to the students about descriptive text. Then, the teacher asks the students to look around their classroom because they are going to describe it.

Next, the teacher can discuss with the students about the question that the teacher has give. The teacher also explains about PLEASE strategy to the students.

After that, the teacher gives the example how to use PLEASE strategy in writing a descriptive text. The steps in teaching writing descriptive are by using PLEASE strategy are:

#### 1) Pick

The teacher asks the students to pick the topic about their writing. The topic should be familiar and interesting. In



giving the example, the teacher gives the students some questions about their classroom. So, they can write the topic about classroom or “My classroom” and the audience is the teacher and the students’ friends in the classroom.

2) List

The teacher asks the students to list all ideas about their class room in their group.

3) Evaluate

After the students collect all of the information about their class, they can evaluate all the ideas, which ideas that will be use and support their topic in describing their class room. If there is not enough data, they can find more ideas. After that, the students plan the best way to organize their ideas by making a simple outline in a piece of paper. They should think the best way to explore their topic based on the outline and in order to make their audience are interested with their writing.

4) Activate

The teacher asks the students to write their first sentence about their topic.

5) Supply

The teacher commands the students to supply the supporting sentences in their paragraph with the ideas that they have

collected. The teacher explains how important is the supporting sentences and put it in their writing.

#### 6) End

The teacher reminds the students to end and evaluate their writing.

#### b) Elaboration

The teacher has explained about PLEASE strategy and how to use it in writing a descriptive text. In this stage of whilst-teaching activity, the teacher asks the students to write another descriptive text independently to check the students' ability and comprehension in writing descriptive text.

#### c) Confirmation

After the students finished their assignment, the teacher asks them to submit their tasks and asks some questions from the students about the lessons that have been learn.

#### c. Post- teaching Activities

Post- teaching activities are the activities that are conducted at the end of the lesson. In this teaching activity, the teacher concludes the lesson about descriptive text. Then, at the end of the class the teacher with remands the students about their task or their homework and give them some motivation.<sup>34</sup>

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<sup>34</sup> Mona Liza, Using PLEASE Strategy in Teaching Writing a Descriptive Text, *Journal of English Language Teaching*, (Vol. 1 No. 2, Maret 2013, Serie E), <http://ejournal.unp.ac.id/index.php/jelt/article/view/1980>, accesed on March 20<sup>th</sup> 2018, p. 439.

**c. Advantages and Disadvantages of Using PLEASE Strategy in Teaching Descriptive Text Writing**

**1. Advantages**

Teaching writing a descriptive text by using PLEASE strategy has some advantages:

- a. PLEASE strategy can help the students to improve the students writing ability.
- b. PLEASE strategy can also help the students how to start their writing. This strategy also help the students to plan what they are going to write also help the students to generate their idea while writing and how to revise their writing.
- c. PLEASE strategy guides the students to write step by step.
- d. The PLEASE strategy help the students to write independently. It will help the students to write independently because PLEASE strategy leads the students to find their own topic and ideas about what they will write.<sup>35</sup>

**2. Disadvantages**

- a. PLEASE strategy make students spend most their time for doing the stage.

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<sup>35</sup>*Ibid.*, p. 438.

#### **d. Teaching Descriptive Text Writing by Using PLEASE Strategy**

According to theories procedure of PLEASE strategy stated by Welch and Liza, the researcher combine those theories and modified the procedure of PLEASE strategy as follows:

1. The teacher gives some questions to the students to stimulate them about describing something.
2. The teacher explains to the students about descriptive text.
3. The teacher also explains about PLEASE strategy to the students.
4. The teacher gives the example how to use PLEASE strategy in writing a descriptive text. The steps in teaching writing descriptive are by using PLEASE strategy are:

##### **1) Pick**

The teacher asks the students to pick the topic about their writing. The topic should be familiar and interesting.

##### **2) List**

The teacher asks the students to list all their ideas.

##### **3) Evaluate**

After the students collect all of the information about their ideas, they can evaluate all the ideas, which ideas that will be use and support their topic in describing something.

##### **4) Activate**

The teacher asks the students to write their first sentence about their topic. The students can write the first sentence that is “My classroom is big”.

5) Supply

The teacher commands the students to supply the supporting sentences in their paragraph with the ideas that they have collected. The teacher explains how important is the supporting sentences and put it in their writing.

6) End

The teacher reminds the students to end with concluding sentence and evaluate their writing.

5. The teacher asks the students to write descriptive text independently to check the students’ ability and comprehension in writing descriptive text by follow the steps from PLEASE strategy.

6. The teacher asks the students to check and edit their writing.

PLEASE strategy was used in experimental class A, and then those steps were used in main activity in elaboration part.

## **F. Concept Idea Details Strategy**

Ideas details strategy is one of the simple ways to teach writing. Ideas details can help the students state their ideas and organize their writing in good text. In concept of Ideas Details strategy explain about definition of Ideas Details strategy, procedure of Ideas Details strategy, advantages and disadvantages of



Ideas Details strategy, and teaching descriptive text by using Ideas Details strategy.

#### **a. Definition of Idea details strategy**

Idea details make students easy to deliver the details of their ideas in writing. The Idea-Details strategy is a very simple strategy that is much more powerful than it looks. It helps writers add detail but can also be used to create entire pieces of writing all of it.<sup>36</sup> It means that details helps the reader understand what the writer means. Idea details are one of the ways in making writing fun and easy. The writer just thinks one idea that wants to write and then writer just gives the details that is appropriate with the idea to develop.

Idea Details is a strategy that makes the students easy to develop their idea using the details to support their idea. According to Peha, Idea Details Strategy is just picking the sentence from your piece that needs more support, write it down on the “Idea” side of an Idea-Details chart. Then list your details on the “Details” chart.<sup>37</sup> It means that Idea Details is strategy for doing writing with the way make

2 Chart: first chart functions as ideas and second chart as details.

#### **1. Idea**

In this step, According to Peha, “ ideas is pick something important from your piece and a sentence that needs more support, then write it on the “Idea” side of the chart. Based on this statements, it can be inferred that ideas is the activity mentions something important thing you want other to know.

#### **2. Details**

The next and the last step is details, Peha define details as make list on the “Details” side of every detail you can think of that goes with it. A detail is

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<sup>36</sup> Steve Peha, *The writing Teacher’s Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003), p. 28

<sup>37</sup> *Ibid*, p.28

the answer to a question a reader might have. Your audience may understand your ideas but want to know more about them. If you tell them something interesting, they want to know a lot about it. In details, think about question your audience would ask and try to answer them. Then, think about what your audience needs to know and make sure you include it.<sup>38</sup> From this statement, it can be assumed that details writing down all things what about your audience want to know more.

Idea Details Strategy is for note taking or organized into short section of ideas and supporting detail. Then, constructed response, Idea Details Strategy uses to answer the audience response<sup>39</sup> It means that Idea Details Strategy can help the students to state their idea and also help them to organize their writing.

Based on those explanations, it can be concluded that Idea-Details strategy is the teaching strategy for teaching writing by allowing the students to mention something important thing you want audience to know on “Idea” side, and then make list every details what your audience needs to know on “Details” side.

#### **b. Procedures of Ideas Details Strategy**

According to Peha in Wirabawa’s research, there are some steps followed in applying the strategy:

1. The first, the students are asked to think about an idea about what they want to write. The idea is in the form of sentences in which it becomes the topic sentence of the text. By writing the idea, the students will start activate their prior knowledge. After the students find he idea, they should write the idea in the Idea column.

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<sup>38</sup>*Ibid*, p.29

<sup>39</sup>Steve Peha, *Learning Patterns Content-Neutral Cross-Curricular Teaching Strategies For Every Classroom*. (Teaching That Makes Sense, Inc. 2010), p.36.

2. The second step is the students start writing the details of the idea in Details column. Students should take a note as many details as they need. The details can be written in the form of words or sentences.
3. After the students have finished writing the details, the students start to organize the details into text. Students can choose the details in the details chart and organize the details with the idea in a good text.
4. In the last step, the teacher monitors the students' works along the process and then the students finished their writing, the teacher teaches the students to revise their writing.<sup>40</sup>

Furthermore, another procedure of Ideas Details strategy is from Yohana. An Ideas Detail strategy is one of the strategies in writing and it has many procedures to use it. The Procedure of Idea Details strategy as follows:

- a. The teacher explains to the students what Idea Details Strategy is.
- b. The teacher explains to the students how to write a descriptive paragraph by using Idea Details.
- c. The teacher gives the students a topic to write a descriptive paragraph by using Idea Details.
- d. The teacher asks the students to make 2 columns: Idea and Details. In the idea column the students put their ideas and the details the students put their details from their idea based on the topic given.
- e. The students collect their writing to the teacher and evaluate their writing.<sup>41</sup>

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<sup>40</sup>Putu Ngurah Wirabawa, Improving students' writing competency through The Ideas details strategy in class XI IPA- 2 of SMA N 1 Sukasada. *Journal of Education Action Research volume 1 no 1mei 2017*, <https://www.google.com/url?sa=t&source=web&rct=j&url=https://ejournal.undiksha.ac.id/index.php/JEAR/article/download/10119/> , accessed on January 28<sup>th</sup> 2018, p.12.

**SCHEME OF IDEA-DETAILS**  
**Idea-Details<sup>42</sup>**

<b>IDEA</b>	<b>DETAILS</b>
<i>A sentence that needs more support</i>	<i>What your audience need to know</i>
(pick something important)	(think of question people would ask)

Figure: 2

**c. Advantages and Disadvantages of Using Idea-Details Strategy in Teaching Descriptive Text Writing**

**1. Advantages**

There are some strengths of using Idea-details Strategy in teaching descriptive text writing, they are:

- a. This strategy can help the students to produce a good writing.
- b. This strategy can help the students easily organize their ideas.<sup>43</sup>

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<sup>41</sup> Apri Dwi Yohana, *The Effect of Using Idea Details Strategy Toward Students' Ability In Writing of Second Year Student at SMP N 5 DUMAI*, <http://repository.uin-suska.ac.id/10133/>, accessed on January 28<sup>th</sup> 2018p.19.

<sup>42</sup> Steve Peha, *The writing Teacher's Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003),p.29.

<sup>43</sup> *Ibid.*, p.19.

- c. This strategy, the students can easily organize their ideas since the steps in implementing the strategy is simple.<sup>44</sup>

## 2. Disadvantages

Idea Details is expected to be able to help the students to write a descriptive text. However, Idea Details has weakness. Most of students need long time to take any sentence that they can describe, so they will spend much time describing something in their piece, whereas the focus is not only thinking how to describing but writing.

### d. Teaching Descriptive Text Writing by Using Ideas Details Strategy

According to theories procedure Ideas Details strategy Peha and Yohana, the researchers combined those theories and modified the procedure of Ideas Details strategy as follows:

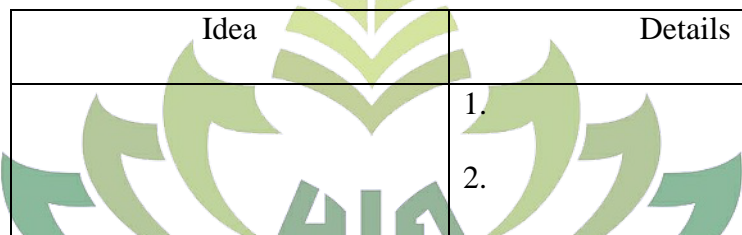
1. The teacher gives some questions to the students to stimulate them about describing something.
2. The teacher explains to the students about descriptive text.
3. The teacher explains to the students what is Idea Details Strategy
4. The teacher explains to the students how to write a descriptive text by using Idea Details.
5. The teacher gives the students a topic to write a descriptive text by using Idea Details.

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<sup>44</sup>Putu Ngurah Wirabawa, Improving students' writing competency through The Ideas details strategy in class XI IPA- 2 of SMA N 1 Sukasada. *Journal of Education Action Research volume 1 no 1mei 2017*, <https://www.google.com/url?sa=t&source=web&rct=j&url=https://ejournal.undiksha.ac.id/index.php/JEAR/article/download/10119/> , accessed on January 28<sup>th</sup> 2018, p.19.



6. The teacher give the example to the student how to write a descriptive text by using Idea Details
7. The teacher asks the students to make 2 columns: Idea and Details.
8. The teacher ask the students to write the idea in idea column the students put their idea, the sentence that need more support and something important that they want to write.
9. The teacher ask the students to write the details of idea in the details column the students put their details from their idea based on the topic given, and the students should take a note as many details as they need.



Idea	Details
	1. 2.

10. The teacher asks the students to start organize the ideas and detail in columns make into a text.
11. The students collect their writing to teacher and evaluate their writing.

Ideas Details strategy was used in experimental class B, then those steps was used in main activity in elaboration part.

## **B. Frame of Thinking**

Strategy is the way for teaching learning process in order to make effective in classroom. Furthermore, strategy is helpful the students to solve problems encountered in constructing meaning in any context. Unlike skills, strategies chosen by students are modified to fit the demands of the learning situation. Strategic students know how and when to alter, modify, combine, construct through ideas, taught, and knowledge that their have.

Based on the statement above, it can be explained that teaching and learning English by using strategy which can motivate and improve the students to study English. The subject of material that will be taughtby the teacher can be easy to understand. Besides, the students will be more active in the class so it can make the teaching and learning english process will be more effective. Moreover, the difference of PLEASE strategy and Idea Details strategy toward writing ability can be explained as follows:

PLEASE strategy is strategy used by the teacher to guide the students when they make a paragraph or text well. In this strategy, the students can follow each step on PLEASE stand for Pick, List, Evaluate, Activate, Supply and End. By using this strategy the students will be helped to start writing and help them to write step by step until they finish writing a descriptive text.

PLEASE strategy guide the student to write something independently because PLEASE strategy leads the students find their own topic and ideas about

what they will write. This strategy also leads the students to write from the beginning of their writing until they end it.<sup>45</sup>

Idea Details is strategy which take any simple sentence from your current piece that mention something important you want the audience to know on “Idea” side, and then make the list of every details about what your audience needs to know on “ Details” side. Idea Details strategy can help the students easy to details of an object clearly in order that the reader can see in their mind the object being described by the author because their just focus to one topic so students easy to describe object clearly.

Based on the those explanation, PLEASE Strategy and Idea Details Strategy are strategies which can be applied in teaching descriptive text writing. By using both strategies, the teacher can teach the students to get the topic and details to make descriptive text easily and enjoyable.

### C. Hypothesis

Concerning to the theories and the frame of thinking, the researcher proposed the hypotheses as follows:

H<sub>0</sub> : There was no significant difference between the use of PLEASE strategy and Idea Details strategy in increasing the students’ Descriptive Text Writing Ability at the Eighth Grade of SMP Negeri 02 Menggala in the Academic Year of 2018/2019.

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<sup>45</sup>Mona Liza, Using PLEASE Strategy in Teaching Writing a Descriptive Text, *Journal of English Language Teaching*, (Vol. 1 No. 2, Maret 2013, Serie E) p. 443.

$H_a$  : There was a significant difference between the use of PLEASE strategy and Idea Details strategy in increasing the students' Descriptive Text Writing Ability at the Eighth Grade of SMP Negeri 02 Menggala in the Academic Year of 2018/2019.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this study, the researcher used a comparative research. According to Sugiyono a comparative research is used to examine the parameter's population that organized as comparison too.<sup>1</sup> This research was aimed to know the best result from strategy conducting at two classes by comparing them in increasing writing ability.

According to Setiyadi, kind of design comparative research divided into two categories there are experimental research and non-experimental research. Experimental research is using Static Group Comparison, and non experimental research is using Ex Post Facto (Causal Comparative Study). The design of this research is static group comparison design. The static group comparison design is the design which has two groups as experimental class and they receive different treatment.<sup>2</sup> Then, the researcher used this design because in this research, the researcher did not have the data, so this research needed to give the treatment for got the data.

However, in this research there were two groups, the first one as experimental class A and another one as experimental class B were chosen as the subject of the research. Tests were provided for both classes with the same material but different strategies in order to find out the significant differences in

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<sup>1</sup>Sugiyono, *Statistika Untuk Penelitian*, ( Bandung: Alfabeta, 2010), p.117.

<sup>2</sup>Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*,(Yogyakarta: Graha Ilmu, 2006), p.131.



increasing between the students who were taught through PLEASE Strategy in the experimental class A and Idea Details Strategy in the experimental class B.

Pre-test was conducted to measure the students' writing ability before treatment. The aim of pre-test is to know the basic students' writing text ability whereas post-test was given to measure the increase after treatment.

The research design can be formulated as follows:

K1	T1	X1	T2
K2	T1	X2	T2

Notes:

- K1 : Experimental Class A
- K2 : Experimental Class B
- T1 : Pre-Test
- T2 : Post-Test
- X1 : Treatment Using PLEASE strategy
- X2 : Treatment Using Idea Details<sup>3</sup>

In this research, both experimental class A and experimental class B received the treatments.<sup>4</sup> As mentioned before, tests were provided for both classes with the same material but different strategy in order to find out the significant differences in increase between the students who were taught through PLEASE strategy and Idea Details Strategy.

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<sup>3</sup>Ag Bambang Setiyadi, *loc., cit*, p.131.

<sup>4</sup>*Ibid.*, p.131.

## B. Variables of the Research

According to Nunan, variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organizations studies.<sup>5</sup> There are two variables in this research namely: independent and dependent variable. Independent variable is variable selected by the writer to determine their effect on the relationship with dependent variable. The dependent variable is observed to determine what effect, if any other types of variable may have on it.<sup>6</sup> In this study, the researcher focuses on two variables:

### 1. Independent variable

The independent variable were two strategies, teaching writing through PLEASE and Idea Details strategy.

### 2. Dependent variable

The dependent variable of research was the students' Descriptive Text Writing Ability.

## C. Operational Definition of Variables

Operational definitions of variables in this research were:

### 1. PLEASE strategy

PLEASE strategy is strategy used by the teacher to guide the students when they make a paragraph or text well. In this strategy, the students can follow each step on PLEASE stand for Pick, List, Evaluate, Activate, Supply

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<sup>5</sup>David Nunan. *Research Method in Language Learning*.(Cambridge: Cambridge University Press,1992), pp. 24-25.

<sup>6</sup>Jack R. Fraenkel, Norman E Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraww-Hill,2009), p.42.

and End. By using this strategy the students was helped to start writing and help them to write step by step until they finish their writing. PLEASE strategy was applied in experimental class A in teaching descriptive text.

## **2. Idea Details strategy**

Idea Details is strategy to teaching writing in easy way by asking the students to make a chart that consists of ideas column and detail column. Then, mention something important something important thing you want to audience to know on “Idea” side, and then make list every details what your audience needs to know on “Details” side. Ideas Details strategy was applied in experimental class B in teaching descriptive text.

## **3. Descriptive Text Writing Ability**

Descriptive text writing ability is an ability of language learners to describe something such as person, thing, or place as real as it is in written form which fulfills good mastery of aspect of writing including content, organization, vocabulary, language and mechanics. The themes of descriptive text in this research were people (famous singer), place (recreation place), and animal (pet animal).

## **D. Population, Sample and Sampling Technique**

There were population, sample and sampling techniques which used in this research:

## 1. Population

According to Kumarsingh, population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed.<sup>7</sup> It means that the population is the whole subject that was studied in the research.

The population in this research was the students at the eighth grade students of SMP Negeri 2 Menggala in academic year of 2018/2019. The total population in this research were 189 students which were divide into six classes. In this research, two classes was used, one class as the experimental class A and the other as the experimental class B. Below is the table of population at the eighth grade students of SMP Negeri 2 Menggala in academic year of 2018/2019.

**Table 3**  
**The Students at the Second Semester of the Eighth grade of SMP Negeri 2 Menggala in academic year of 2018/2019.**

No	Class	Number of students		Total
		Male	Female	
1	VIII A	17	15	32
2	VIII B	16	16	32
3	VIII C	17	14	31
4	VIII D	17	15	32
5	VIII E	16	16	32
6	VIII F	17	13	30
<b>Total</b>		<b>117</b>	<b>72</b>	<b>189</b>

*Source: Document of SMP Negeri 2 Menggalain academic year of 2018/2019.*

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<sup>7</sup>Yongesh Kumarsingh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Limited, 2006), p.82.

## 2. Sample of the Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>8</sup> Thus, sample is part of individual members which is chosen to represent the whole population. Based on the population above, the sample of the research were two classes, VIII A as the experimental class A that consist 32 students and VIII B as the experimental class B that consist 32 students. Thus, the total number of the sample was 64 students.

## 3. Sampling Technique

In taking sample, the researcher used cluster random sampling technique. The selection of groups, or cluster of subject rather than individuals is known as cluster random sampling.<sup>9</sup> The researcher was conducted the research at the eighth grade consists of six classes. The steps in determining the experimental class A and experimental class B as follows:

- a. The first, the researcher made a kind of lottery.
- b. The second, the researcher provided of small paper which each piece was the name of each class then the researcher roll them up and put them into a glass.
- c. The third, the researcher shook the glass and took one of the pieces of the paper. For the first paper as the experimental class A.

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<sup>8</sup>John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.309.

<sup>9</sup>Jack R. Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (8<sup>th</sup>ed) (New York: McGraw-Hill Companies, Inc, 2009), p.95.

d. Next, the researcher shook the glass again and took one small piece of rolled paper, so for the second paper as the experimental class B.

Thus, the sample was taken by using cluster random sampling technique and the researcher got VIII A as the experimental A and VIII B as the experimental B.

### **E. Data Collecting Technique**

There were some techniques in collecting data, they were:

#### **1. Pre-Test**

A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.<sup>10</sup> The pre-test will be conducted in order to find out the student's scores of writing ability in descriptive text before treatment. This test was given in experimental class A and experimental class B. In pre-test, the students were asked to write the descriptive text based on the provided topics. The topics were Afgan, Clara Beach, and A Dog.(See appendix 9)

#### **2. Post-Test**

A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.<sup>11</sup> The post-test was done after the students in experimental A and experimental class B given the treatment. It was done to know the learner's descriptive text writing ability

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<sup>10</sup>John W. Creswell, *Op. Cit*, p. 297.

<sup>11</sup>*Ibid.*,p. 297.



after they teach by using PLEASE strategy and Ideas Details. The topics were Agnes Mo, Sari Ringung Beach, and A Cat.(See appendix 10)

Based on those explanations, the researcher used test to collect data. The researcher used post-test as data collection method to measure of the students' descriptive text writing ability, in order to know the increasing of the students' descriptive text after PLEASE and Idea Details were applied. The researcher used essay text to collect the data.

#### **F. Research Instrument**

An instrument is a tool for measuring, observing, or documenting data, it contains specific questions and response possibilities that you establish and develop in advance of the study.<sup>12</sup> In a row, instrument is a tool to collect the data of the research. The instrument material was chosen based on the school curriculum at the eighth grade of SMP Negeri 2 Menggala in academic year of 2018/2019.

The instruments was made, they were pre-test and post-test. Both experimental A and experimental class B received the same pre-test and post-test. The research instrument that was used in this research is writing test. The instrument of pre-test and post-test was test to compose a descriptive text that consist two paragraphs. Based on generic structure in descriptive text has two parts, there were identification and description. It is in line with Gerot and Wignell stated that the generic structure of descriptive text consists of

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<sup>12</sup>John W. Creswell, *Educational Research: Planning, conducting, and Evaluating Quantitative and Qualitative Research*( 4<sup>th</sup> Edition), (Buston: Person Education,2012),p.14.

identification and description.<sup>13</sup> Therefore, the researcher was asked the students to make two paragraphs in descriptive text.

The students were given 60 minutes for time allocation to make a descriptive text. It is supported by Weigel who stated that cultural preferences and practices of the best takers is such one of aspect to the problems of the limit.<sup>14</sup> Additionally, the amount of time students will take is largely dependent upon what they are used to. It can be 30, 40, 45, 60, or 180 minutes depend on what type of text they are asked to write and how many tasks to complete.<sup>15</sup> Therefore, the researcher give 60 minutes to the students to complete the test because of they are asked to produce one descriptive text only. Then, based on the K13 syllabus for Junior High School, one course hours last for 40 minutes. In this research, the researcher took two course hours last for 80 minutes is used to provide an explanation of descriptive text writing instruction, collecting students' writing work and the unexpected during the test. (see appendix 9 and appendix 10)

In this case, the students made a composition in descriptive text about person, place and thing in two paragraph that consist of approximately 80 words and 60 minutes for the time allocation based on the picture of the topics by choosing the topics that is provided. For describing person, the researcher gave the topic about Afgan and Agnes Mo. The researcher assumed that the students were easier to explain about them, because they are famous singer in Indonesia

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<sup>13</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Education Enterprised (AEE), 1994), p.165.

<sup>14</sup> Sara Crushing Weigel, *Assesing Writing*, (New York: Cambridge University Press, 2002), p.101.

<sup>15</sup>*Ibid.*, p. 102

and the students were easy to find them from social media. For describing place, the researcher gave the topics Clara beach and Sari Ringgung beach. The researcher assumed that the students were easier to explain because those places are interesting place in Lampung and they were very famous. For describing things, the researcher gave A Dog and A Cat, because those animals were easy to be found around them, so the students were easy to describe by seeing directly.

Below are the topics which were given to the students:

1. Pre-test instrument :

- a. Topic of People (Afgan).
- b. Topic of Place (Clara Beach).
- c. Topic of Animal (A Dog).

2. Post-test instrument :

- a. Topic of People (Agnes Mo).
- b. Topic of Place (Sari Ringgung Beach).
- c. Topic of Things (A cat).

In evaluating the students' descriptive text writing, the research was used the indicator of score descriptive writing by Tribble. It can be seen on the table below:

**Table 3.1**  
**Scoring System**

Area	Score	Descriptor
<b>Task Fulfillment / Content</b>	<b>20-17</b>	<b>Excellent to very good:</b> excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	<b>16-12</b>	<b>Good to average :</b> adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	<b>11-8</b>	<b>Fair to poor:</b> treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic;lacking detail.
	<b>7-5</b>	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument; content irrelevant or very restricted; almost no useful detail.
	<b>4-0</b>	<b>Inadequate:</b> fails to adress the task with any effectiveness.
<b>Organization</b>	<b>20-17</b>	<b>Excellent to very good:</b> fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	<b>16-12</b>	<b>Good to average:</b> uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohension).
	<b>11-8</b>	<b>Fair to poor:</b> very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connotative largely absent (cohesion).
	<b>7-5</b>	<b>Very poor:</b> lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
<b>Vocabulary</b>	<b>20-17</b>	<b>Exellent to very good:</b> wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	<b>16-12</b>	<b>Good to average :</b> adequate range of vocabulary;occasional mistakes in word/idiom choice and usage; register not always appropriate.
	<b>11-8</b>	<b>Fair to poor:</b> limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	<b>7-5</b>	<b>Very poor:</b> no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	<b>4-0</b>	<b>Inadequate:</b> fails to address his aspect of the task

		with any effectiveness.
<b>Language</b>	<b>30-24</b>	<b>Excellent to very good:</b> confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	<b>23-18</b>	<b>Good to average:</b> acceptable grammar but problem with more complexes structures; mostly appropriate structure; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	<b>17-10</b>	<b>Fair to poor:</b> insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	<b>9-6</b>	<b>Very poor:</b> major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	<b>5-0</b>	<b>Inadequate:</b> fail to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	<b>10-8</b>	<b>Excellent to very good:</b> demonstrates full command of spelling, punctuation, capitalization, and layout.
	<b>7-5</b>	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, layout.
	<b>4-2</b>	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, and layout.
	<b>1-0</b>	<b>Very poor:</b> fails to address his aspect of the task with any effectiveness. <sup>16</sup>

## G. Research Procedure

There were three steps in research procedure, they were :

### 1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run the implementation well. There were some steps that should be planned by the researcher. The procedure of making plan of this research is as follows:

<sup>16</sup>Christopher Tribble, *Writing*, (Oxford: Oxford University Press, 1996), p.130

a. Determining the subject

The second year students of SMP Negeri 2 Menggala were chosen. One class as the experimental class A and the other one was the experimental class B.

b. Prepare the Pre-Test

A test (called pre-test) was given to the students. The pre-test was conducted in order to find out the student's score of writing ability in descriptive text before treatments. The students was assigned to write descriptive text by using generic structure that consists of identification and description based on the topic were Afgan, Clara Beach, and A Dog.

c. Determining the Material was Taught

The researcher determined materials that were taught to the students. The material is descriptive text writing by using PLEASE strategy at the experimental class A and Ideas Details at the experimental class B.

d. Preparing the Post-Test

A test (called post-test) was given to the students at experimental class A and experimental class B after given treatment by using PLEASE strategy and Ideas Details were prepared. By giving the post-test, whether their writing ability increased or not was known. The students were assigned to write descriptive text by using generic structure that consists of identification and description based on the topic were Agnes Mo, Sari Ringgung Beach, and A Cat.



## 2. Application

After making the planning, the research procedures that already planned was tried to apply. There were some steps in doing this research:

- a. In the first meeting, the pre-test was given to the students at experimental A and Experimental B. The test is essay writing test. The test consists of 4 instructions. The topics were Afgan, Clara Beach, and A Dog.
- b. In the second meeting, the experimental class A was given treatment by using PLEASE strategy, at the experimental class B the treatment was conducted by Ideas Details. The treatment at those two classes was given until three times.
- c. In the last meeting, the post-test was given to the students at experimental A and experimental class B. The test has instruction that consist of 4 instructions. The topics were Agnes Mo, Sari Ringgung Beach, and A Cat.

## 3. Reporting

In the last point that was done in the research is reporting. There were several steps as follows:

- a. Analyze the data from pre-test and post-test.
- b. Made a report of the findings.

## H. Validity, and Readability of the Test

There were several kinds of validity and readability of the test :

### 1. Validity of the Test

The validity is the most important consideration in developing and evaluating measuring instruments.<sup>17</sup> It means that a good test should have validity, so the test can be measured based on the aspects that will be measured. In this research there are several aspects that consider to measure validity of the test.

#### a. Content Validity

Based on K13 curriculum of writing descriptive text at the Eighth grade of junior high school, the teaching was intend to enable students to make descriptive text. The test adapts to teach based on this standard of the content. Therefore, the test should be along with standard of content. To get the content validity of the test, the researcher tried to arrange the material based on the objectives of teaching in the school based on curriculum for the eighth grade of SMP. And then, the instrument was consulted to the English teacher at SMP 2 Menggala to make sure whether the instrument was valid or not. The test was suitable with subject that was taught to the students. Then, based on syllabus, descriptive text was taught at the second semester at the eighth grade of SMP N 2 Menggala. They are KD that showed the material was provided for the eighth grade. KD was 12. 12. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan

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<sup>17</sup>Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8<sup>th</sup> edition), *Introduction To Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p.225.

menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya, 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana, and 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

b. Construct Validity

Construct validity is used to measure perception, language behavior, motivation, even the language ability. Consequently, construct validity should focus on kind of the test what was measured the ability, that is descriptive text writing test. In this research, a writing test was composed to measure the students's descriptive text ability based on some criteria of descriptive text writing's scoring rubric. It consists of content, organization, vocabulary, language use and mechanic. The instrument was consulted to the English teacher of SMP 2 Menggala to make sure whether the instrument valid was or not based on the constructs as mentioned in the syllabus such as standards competence, materials, indicators, instruction, and types of instrument.

The test validity was held on Monday, March, 18<sup>th</sup> 2019, at 09.30 a.m at SMP N 2 Menggala. After the test was applied and filled by giving check mark on the validity form by Ms. Aria Agustina, S.Pd as English teacher, it can be concluded that the test was suitable. (see appendix 15)

## 2. Readability of the Test

Readability tests are indicators that measure how easy a documents is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.<sup>18</sup> To know readability of the procedure test instrument, Kouame's research was followed. The students asked to evaluate instructions of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and describes an item that is difficult to read.<sup>19</sup>

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>20</sup>

The test readability was held on Monday, March, 18<sup>th</sup> 2019, at 12.40 a.m at SMP N 2 Menggala. Test readability was held for students of VIII C that consist of 31 students. The result after the test was researcher found that the mean of the items (instrument) of writing test above was 1.99 (lower than 4.46), it means that the instrument was readable. (see appendix 14)

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<sup>18</sup>Julien B. Kouame, *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*; *Journal of Multi-Disciplinary Evaluation* Vol. VI No. 14 August 2010 (Michigan: Western Michigan University, 2010), p.133.

<sup>19</sup>*Ibid*, p.133.

<sup>20</sup>*Ibid*, p.134.

## I. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

### 1. Fulfilment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by written in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

#### a. Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) version 16. Shapiro- Wilk was employed as the test of normality because the total number of the students for each class was less than 50 students. The hyphotesis for the normality test are formulated as follows:

$H_0$  = The data have normal distribution

$H_a$  = The data do not have normal distribution.

While the criteria of acceptance or rejection of normality test are :

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

#### **b. Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In the research, the researcher used statistical computation by using SPSS (Statistical Package for the Social Sciences). The test of homogeneity used Levene's Test.

The criteria of acceptance or rejection of homogeneity test are:

The test criteria :

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses are:

$H_a$  = The variance of the data are not homogeneity

$H_0$  = The variance of the data are homogeneity

## **2. Hypothetical Test**

In this research quantitative analysis was used to know whether there is difference between the use of PLEASE strategy and Ideas Details strategy in increasing the students' descriptive text writing ability or not. Because the data was taken from homogeneous population and normally distributed, the hypothetical was used SPSS (Statistical Package for Social Sciences).

The hypothesis are :

$H_a$  : There was significant difference between the use of PLEASE strategy and Ideas Details strategy in increasing the students' descriptive Writing Ability of the Eighth Grade at SMP Negeri 02 Menggala.



$H_0$ : There was no significant difference between the use of PLEASE strategy and Ideas Details strategy in increasing the students' descriptive Writing Ability of the Eighth Grade at SMP Negeri 02 Menggala.

Where criteria of hypothesis are :

$H_a$  is accepted, if  $\text{Sig} \leq \alpha = 0.05$

$H_0$  is accepted, if  $\text{Sig} > \alpha = 0.05$



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Procedure**

The research was conducted on March until April 2019. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted the research through the following steps:

1. Determining the research samples by using cluster random sampling.
2. Designing pre-test and post-test forms.
3. The subject of research, namely the students at the second semester of the eighth grade of SMP Negeri 2 Menggala.
4. Giving the readability test (it was given to non-research sample students).
5. Managing pre-test in order to identify the students' scores in descriptive text writing ability before the treatments.
6. Gave the treatment to the sample of the research by comparing students 'descriptive text writing ability taught through PLEASE strategy and Ideas Details strategy.
7. Organizing post-test in order to identify the students' score in descriptive text writing ability after the treatments.
8. Analyzing the data acquired from pre-test.

9. Analyzing the data acquired from post-test. It was completed by using SPSS (Statistical Package for Social Science).
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

## **B. Description of Treatment**

In this research was conducted in five meetings. On Tuesday, March 19<sup>th</sup>, 2019 the researcher administered the pre-test. The researcher gave the pre-test and post-test to experimental class A (VIII A) and experimental class B (VIII B).

In SMP Negeri 2 Menggala, English subject was taught twice a week. The researcher gave the pre-test on Tuesday, March 19<sup>th</sup>, 2019 in experimental class A and experimental class B. In the experimental class A which consists of 32 students and in the experimental class B which consists of 32 students. When the researcher gave the pre-test all the students followed the test. Then, on Wednesday, March 20<sup>nd</sup>, 2019 the researcher gave the first treatment in experimental class B at 07.30 am and on Saturday, March 23<sup>th</sup>, 2019 the researcher gave the first treatment in experimental class A at 12.00 am. There was no student absent in the experimental class A and experimental class B.

The researcher gave the second treatment on Tuesday, March 26<sup>th</sup>, 2019 in experimental B and the treatment began at 12.00 am. Then, the researcher gave the second treatment on Thursday, March 28<sup>th</sup>, 2019 in experimental A and the treatment began at 09.30. In this session, the students of experimental

class A there was no student absent and in experimental class B there was two students absent.

The researcher gave the third treatment in experimental B on Wednesday, March 27<sup>th</sup>, 2019 and the treatment began at 07.30. Then, the researcher gave the third treatment in experimental A on Saturday, March 30<sup>th</sup>, 2019 and the treatment began at 12.00. The students in the experimental class A and experimental class B there was no student absent. For the last meeting, the researcher gave the post-test to the students in experimental class B on Tuesday, April 2<sup>nd</sup>, 2019 and in experimental class A on Thursday, April 4<sup>nd</sup>, 2019. All of the students in experimental class A and experimental class B followed the post-test.

### **1. Description of the Treatment in Experimental Class A**

In the first treatment was done on Saturday, March 23<sup>th</sup>, 2019 in experimental A. Descriptive text was taught as the material. The topic in the first meeting was “describing people”. In pre teaching activity, the researcher and students prayed together in the class, the researcher checked attendance list and gave apperception about the materials to the students. Before explaining more about the material, they were asked about descriptive text. Almost all student knew it in simple understanding. It was good enough for the beginning. Then, the picture of Ayu Tinting was given to the student. They were asked to find out what information they got to be describe based on that picture. The material about descriptive text including generic structures, and grammatical features was explained in detail.

Besides, PLEASE strategy and the steps how to use them in creating descriptive text were elaborated. The topic for the first meeting was about “describing people”. They seemed nervous at first.

In whilst activity, the students in the experimental class A were required to write descriptive text by using PLEASE strategy. The teacher provides 3 topics about people, then the students pick the topic based the topics that have given by the teacher. Next, the students list all their ideas. After the students collect all of the information about their ideas, they can evaluate all the ideas, which ideas that will be use and support their topic. Then, the students write their first sentence about their topic. After that, the students to supply the supporting sentences in their paragraph with the ideas that they have collected. The last, the students end with concluding sentence and evaluate their writing. They did it individually. After finishing the project, they submit edit.

For the first treatment, the students spent more time for doing the steps of PLEASE strategy. They still confused about vocabulary that should be used. Therefore, they were allowed open the dictionary but just some of them who bought it. In post activity, the reflection was delivered and opportunity for the students to ask questions related to the material was given.

In the second treatment was done on Thursday, March 26<sup>th</sup>, 2019 in experimental A. In the second treatment was better than the first because the students more enjoy than before. The students enjoyed the materials given.

The students were taught through another topic of descriptive text. The topic of second meeting was “describing place”.

In pre teaching activity, researcher and students prayed together in the class, then the researcher checked attendance list and gave apperception to the students. Before continuing the lesson, the researcher reviewed the material. Then, they were given a picture of Pahawang beach to be observed by the students. In whilst activity, the learners were asked to write a descriptive text individually related to the topic by using PLEASE strategy. Then, they submitted their writing and discussed it together.

The students seemed interested in learning process. The students look more ready in this meeting. They also can manage their time better than the first meeting. They also can apply the steps of PLEASE strategy. Then, they still look little bit about the word they would use, but at least almost the students brought the dictionary.

In the third treatment was done on Saturday, March 30<sup>th</sup>, 2019 in experimental A. It can be said that the students’ progress in last treatment is better than second treatment, because the students felt accustomed in teaching learning process through PLEASE strategy at the experimental class A. The researcher did not felt hard to explain what students should do because the students had already known what they must done step by step. The topic in the last meeting was “describing Animal”. Before contionuing the lesson, the researcher reviewed the material. Then, they were given a picture of Rabbit to be observed by the students.



In whilst activity, the students were asked to make a descriptive text by using PLEASE strategy individually. Then, they submitted their work. The students enjoyed the process of PLEASE strategy. They were better than two last treatments in managing time and choosing the word.

In post activity, the lesson was summarized then gave a chance to the students to ask questions related to the material. In addition, the students' progress was told since first until last treatment. The students seemed enjoythe explanation about their progress. The post test was on, April 4<sup>th</sup>, 2019 in experimental A. In the post test activity, the researcher gave the students test about written test.

## **2. Description of the Treatment in Experimental Class B**

In the first treatment was done on Wednesday, March 20<sup>nd</sup>, For the first treatment, In pre teaching activity, the researcher and students prayed together in the class, the researcher checked attendance list and gave apperception about the materials to the students. Before explaining more about the material, they were asked about descriptive text. Almost all student knew it in simple understanding. It was good enough for the beginning. Then, the picture of Ayu Tinting was given to the student. They were asked to find out what information they got to be describe based on that picture. The material about descriptive text including generic structures, and grammatical features was explained in detail. Besides, Ideas Details strategy and the steps how to use them in creating descriptive text

were elaborated. The topic for the first meeting was about “describing people”. They seemed nervous at first.

In whilst activity, the students in the experimental class B were required to write descriptive text by using Idea Details strategy. The students choose the topic to write a descriptive text by using Idea Details. Then, the students to make 2 columns: Idea and Details. In the idea column the students put their idea and the details the students put their details from their idea based on the topic chosen. Then, the students start organize the idea and detail in columns make into a text. The last, the students collect their writing to teacher and evaluate their writing. They did it individually.

For the first treatment, the students still confuse to divide which sentence must in ideas column and details column. They still confused about vocabulary that should be used. Therefore, they were allowed open the dictionary but just some of them who bought it. In post activity, the reflection was delivered and opportunity for the students to ask questions related to the material was given.

The second treatment was done on Tuesday, March 28<sup>th</sup>, 2019 in experimental B. In the second treatment was better than the first because the students more enjoy than before. The students enjoyed the materials given. The students were taught through another topic of descriptive text. The topic of second meeting was “describing place”. The students were given treatment the similar strategy.

In pre teaching activity, researcher and students prayed together in the class, then the researcher checked attendance list and gave apperception to the students. Before continuing the lesson, the researcher reviewed the material. Then, they were given a picture of Pahawang beach to be observed by the students. In whilst activity, the learners were asked to write a descriptive text individually related to the topic by using Idea Details strategy. Then, they submitted their writing and discussed it together.

The students seemed interested in learning process. The students look more exited in this meeting. They also can divide which sentence must in Idea column and details column. Then, they still look little bit about the word they would use, but at least almost the students brought the dictionary.

In the third treatment was done on Wednesday, March 27<sup>th</sup>, 2019 in experimental B. It can be said that the students' progress in last treatment is better than second treatment, because the students felt accustomed in teaching learning process Idea Details strategy at the experimental class B. The topic in the last meeting was "describing Animal". Before contionuing the lesson, the researcher reviewed the material. Then, they were given a picture of Rabbit to be observed by the students.

In whilst activity, the students were asked to make a descriptive text by using Idea Details strategy. Then, they submitted their work. The students enjoyed the process of Idea Details strategy which they did. The student enjoyed the process of Idea Details strategy. They did not look so

confuse anymore about how to make descriptive text. They were better than two last treatments in managing time and choosing the word.

In post activity, the lesson was summarized then gave a chance to the students to ask questions related to the material. In addition, the students' progress was told since first until last treatment. The students seemed enjoy the explanation about their progress. The differences between PLEASE strategy and Idea Details strategy. PLEASE strategy like writing process. PLEASE strategy can guide students to write step by step so students can write independently. Then, Idea Details strategy help students to support their writing with add the detail for their ideas of the topic.

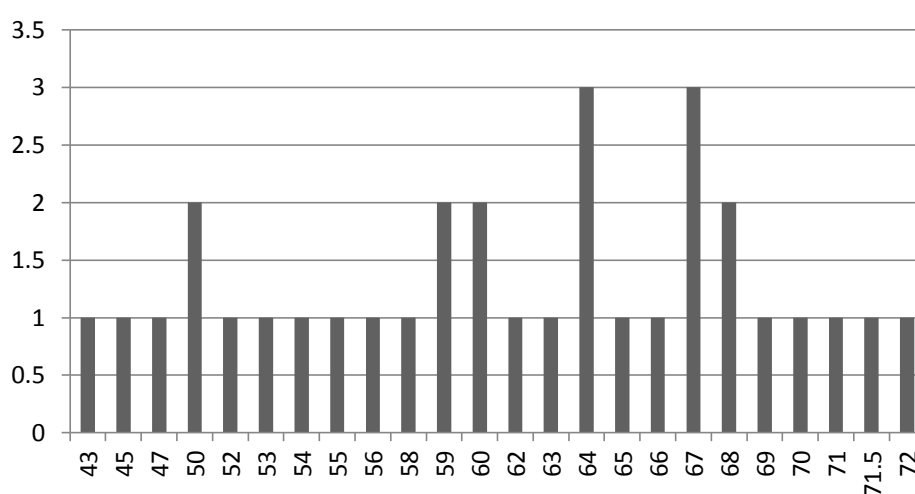
The post test was on April 2<sup>nd</sup>, 2019 in the post test activity, the researcher gave the students test about written test.

### **C. Result of the Research**

The research was aimed to know whether there was any difference between the learners' descriptive text writing ability after giving treatment by using PLEASE strategy and Idea Details strategy in this research. The research was conducted of the second semester of the eighth grade at SMP Negeri 2 Menggala. The number of population was 189 students of the second semester. Two classes as sample of research, they were VIII A and VIII B. In this case, the researcher used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text.

## 1. Result of Pre-test and Post-test in Experimental Class A

At the first meeting the researcher conducted pre-test in order to find out the previous students' descriptive text writing ability. The pre-test was administered on Thursday 21<sup>st</sup>, 2019 at 09.30 a.m for class VIII A as the experimental class A. The result of pre test in experimental class A can be seen on figure 4.



**Figure 4. Students' Score of Pre test in Experimental Class A**

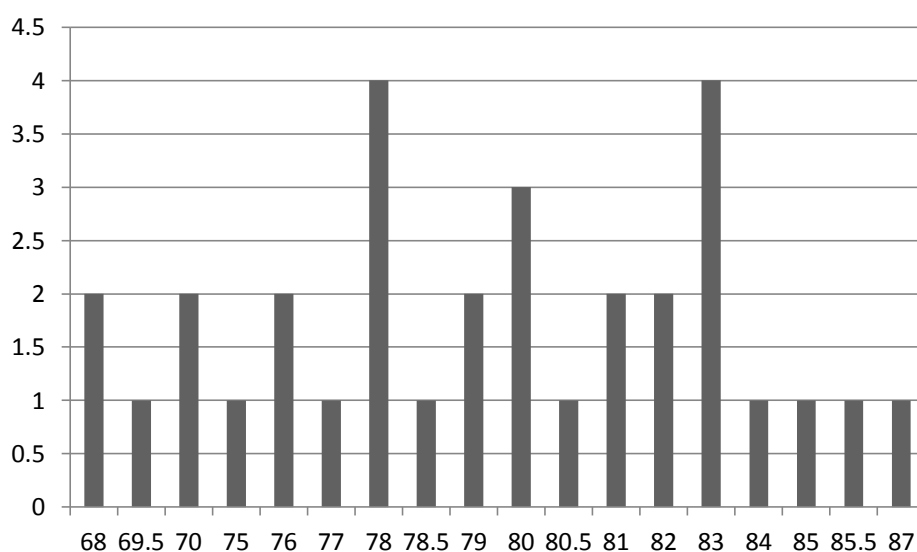
Based on the figure 4, it can be seen that there were three students who got score 64, there was only student who got score 43, 45, 47, 52, 53, 54, 55, 56, 58, 62, 63, 65, 66, 69, 70, 71, 71.5, 72, there were three students who got score 67, there were two students who got score 50, 59, 60, 68.

**Table 4**  
**Statistic the Result of Pre test Experimental Class A**

Statistics	Score
Mean	60.60
Minimum	72
Maximum	43
Median	62.50

Based on the table 4, it showed that the mean score of pre-test in experimental class A (VIII A) was 60.60. The highest score was 72 and the lowest score was 43. The median score was 62.50. It can be seen in appendix 18.

After conducting three meetings of treatments the researcher conducted the post-test to the sample. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on March, Thursday 4<sup>th</sup>, 2019 at 09.30 a.m for class VIII A as the experimental class A. The result of post test in experimental class A can be seen on figure 4.1.



**Figure 4.1. Students' Score of Post test in Experimental Class A**

Based on the figure 4.1, it can be seen that there were four students who got score 78, there were three students who got score 80, there were two students who got score 79, there were one student who got score 80.5, there were four students who got score 83, there only one student who got



score 69.5, 75, 77, 78.5, 84, 85, 85.5, 87, there two students who got score 68, 76, 70, 81, 82.

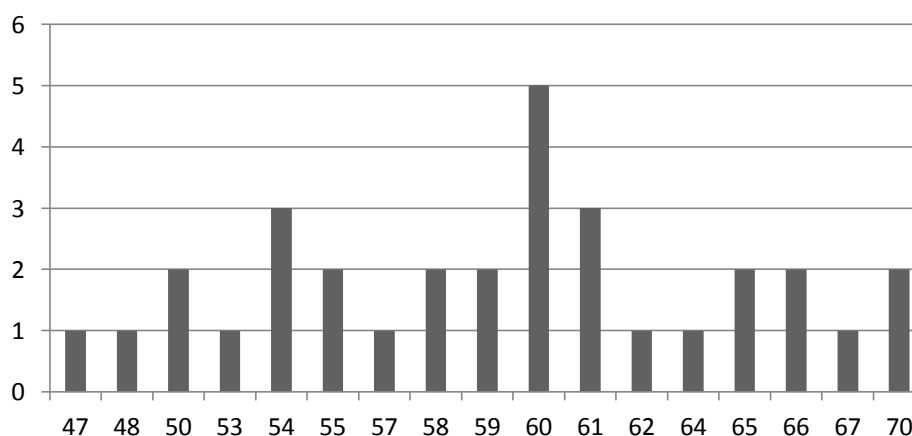
**Table 4.1**  
**Statistic the Result of Post test Experimental Class**

Statistics	Score
Mean	78.68
Minimum	87
Maximum	68
Median	79.50

Based on the table 4.1, it showed that the mean score of post-test was 78.68. The highest score was 87 and the lowest score was 68. The median score was 79. It can be seen in appendix 19.

## 2. Result of Pretest and Pottest in Experimental Class B

At the first meeting the researcher conducted pre-test in order to find out the previous students' descriptive text writing ability. The pre-test was administered on March, Tuesday 19<sup>th</sup>, 2019 at 12.00 a.m for the VIII B as the experimental class B. The result of pre test in experimental class B can be seen on figure 4.2.



### Figure 4.2.Students' Score of Pre test in Experimental Class B

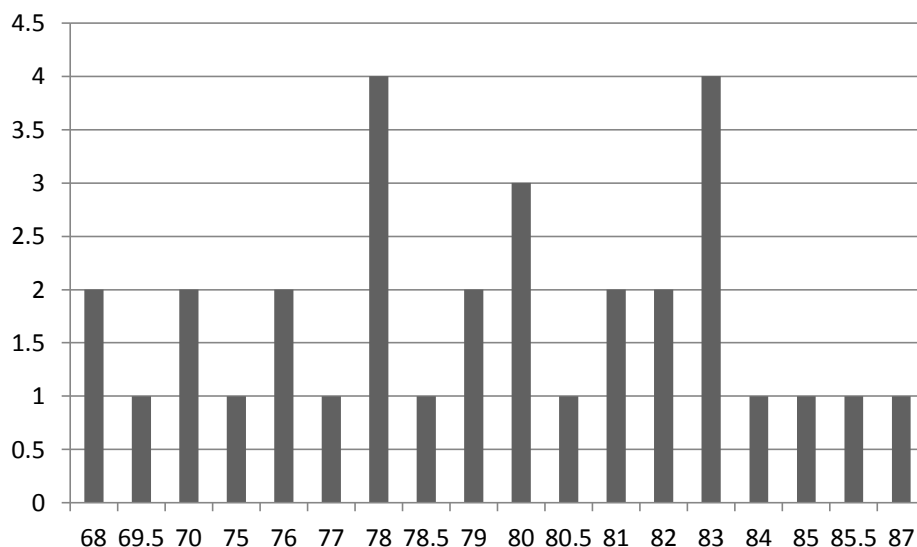
Based on the figure 4.2, it can be seen that there were three students who got score 54, there were two students who got score 50, 55, 58, 59, 65, 66, 70, there were three students who got score 61, there were five students who got score 60, there were one student who got score 47, 48, 53, 57, 62, 64, 67.

**Table 4.2**  
**Statistic the Result of Pre test Experimental Class B**

Statistics	Score
Mean	59.81
Minimum	75
Maximum	47
Median	60

Based on the table 4.2, it showed that the mean score was 59.81. The highest score was 75 and the lowest score was 47. The median score was 60 and mode score was 60. It can be seen in appendix 18.

After conducting three meetings of treatments the researcher conducted the post-test to the sample. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on March, Tuesday<sup>2<sup>th</sup></sup>, 2019 at 12.00 a.m for the VIII B as the experimental class B. The result of post test in experimental class A can be seen on figure 4.3.



**Figure 4.3. Students' Score of Post test in Experimental Class A**

Based on the figure 4.3, it can be seen that there were two students who got score 60. There were four students who got score 63, there were three students who got score 75, there were one student who got score 64, 73, 74, 76, 80, 85, there were two students who got score 62, 71, 72, 78, there were three students who got score 79, 82, 81.

**Table 4.3**  
**Statistic the Result of Post test Experimental Class**

Statistics	Score
Mean	73.14
Minimum	85
Maximum	60
Median	75

Based on the table 4.3, it showed that the mean score was 73.14. The highest score was 85 and the lowest score was 60. The median score was 75. It can be seen in appendix 19.

### 3. Gain Score Pretest and Posttest

The score of pre-test and post-test were used to get gain score. Gain score was used to analyzed normality, homogeneity and independent sample t-test. If gain score in manner positive indicates that posttest score was higher than pretest score. A negative gain score indicates that posttest was less than pretest score. The mean of gain score in experimental class A was 18.07, whereas in experimental class B, The mean of gain score in experimental class B was 13.32. It showed that the gain score in experimental class A was higher than whereas in experimental class B.

### D. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There are two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

#### 1. Fulfilment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by written in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

### a. Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) version 16. Shapiro- Wilk was employed as the test of normality because the total number of the students for each class was less than 50 students. The hypotheses for the normality test are formulated as follows:

$H_0$  = The data have normal distribution

$H_a$  = The data do not have normal distribution.

While the criteria of acceptance or rejection of normality test are :

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The result of normality test can be seen at table 4.4.

**Table 4.4.**  
**The Result of Normality Test**

	Class	Shapiro-Wilk		
		Statistic	Df	Sig.
Gain score	Experimental class A	.969	32	.478
	Experimental class B	.970	32	.490

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on table 4.4, it can be seen in that  $P_{\text{-value}}$  (Sig) in experimental class A was 0.478 for Shapiro-Wilk, whereas  $P_{\text{-value}}$  (Sig) in experimental class B was 0.490 for Shapiro-Wilk. Those result were higher than  $\alpha = 0.05$ . It means that

sig. ( $P_{\text{value}}$ )  $> \alpha$ , and  $H_0$  is accepted. It can be concluded that data were distributed normally.

#### b. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In the research, the researcher used statistical computation by using SPSS (Statistical Package for the Social Sciences). The test of homogeneity used Levene's Test.

The criteria of acceptance or rejection of homogeneity test are:

The test criteria :

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses are:

$H_a$  = The variance of the data are not homogeneous.

$H_0$  = The variance of the data are homogeneous.

**Table 4.5**  
**The Result of Homogeneity Test**

Levene Statistic	df1	df2	Sig.
1.898	1	62	.173

Based on the result of homogeneity at table 4.5, it can be seen in that  $P_{\text{value}}(\text{Sig})$  was 0.173 and  $\alpha = 0.05$ . It means that  $\text{sig. } (P_{\text{value}}) > \alpha$ , and  $H_0$  is accepted. It can be concluded that the variance of the data was homogeneous.



## 2. Result of Hypothetical Test

In this research quantitative analysis was used to know whether there was difference between the use of PLEASE strategy and Idea Details strategy in increasing the students' descriptive text writing ability or not. Because the data were taken from homogeneous population and normally distributed, the hypothetical was used SPSS (Statistical Package for Social Sciences).

The hypothesis are :

$H_a$  : There was significant difference between the use of PLEASE strategy and Idea Details strategy in increasing the students' descriptive Writing Ability of the Eighth Grade at SMP Negeri 02 Menggala.

$H_o$  : There was no significant difference between the use of PLEASE strategy and Idea Details strategy in increasing the students' descriptive Writing Ability of the Eighth Grade at SMP Negeri 02 Menggala.

Where criteria of hypothesis are :

$H_a$  is accepted, if  $\text{Sig} \leq \alpha = 0.05$

$H_o$  is accepted, if  $\text{Sig} > \alpha = 0.05$

**Table 4.6**  
**The Result of Hypothetical Test**

T	Df	Sig. (2-tailed)
-2.750	62	.008

Based on the result obtained in the independent sample t-test in the table 4.6, the value of significant generated  $\text{Sig. (P-value)} = 0.008 < \alpha = 0.05$ . Thus,  $H_o$  is

rejected  $H_a$  is accepted. Based on the computation, it can be concluded that there was significant difference between using PLEASE strategy and Idea Details strategy in increasing students' descriptive textwriting ability at the Eighth Grade of SMP Negeri 2 Menggala in Academic Year of 2018/2019.

### **E. Discussion**

Based on the research that had been conducted, there was a significant difference between the use of PLEASE strategy and Idea Details strategy in increasing the students' Descriptive Text Writing Ability at the Eighth Grade of Second Semester at SMP Negeri 2 Menggala in the Academic Year of 2018/2019. It can be seen from the result of teaching writing by using PLEASE strategy gave better and higher result than by using Idea Details. Nonetheless, all of students in the experimental class A and experimental class B gave good response. They showed their enthusiastic in teaching learning process especially teaching through PLEASE strategy and Ideas Details strategy.

After the treatments and post-test were conducted, it can be said that there is significant difference between the experimental class A which was taught through PLEASE strategy and experimental class B which was taught through Ideas Details strategy. The result of teaching descriptive text writing through PLEASE strategy is higher than those who were taught through Ideas Details strategy. It could be seen the mean score of post-test in experimental class A was 78.68 and in experimental B class was 73.14.

Based on data analysis and the testing of hypothesis, the result of the calculation showed that the null hypothesis ( $H_0$ ) is refused while the alternative hypothesis ( $H_a$ ) is accepted. The data analysis showed that the showed that Sig (2-tailed) the equal variance assumed in the independent sample t-test was 0.008, it was lower than  $\alpha = 0.05$ . It proved that there was significant different achievement between the students who are taught by using PLEASE strategy and those who are taught by using Idea Details strategy towards students' descriptive text writing ability.

From the analysis above, it can be concluded that the students who obtained high frequency of PLEASE get better result than Idea Details. So, in this case, it can be said that PLEASE strategy is good technique in motivating the students in learning English, especially in descriptive text writing. Likewise, PLEASE strategy can improve students' descriptive text writing.

It was supported by previous research that had been done by Yulastri, entitled "The Effect of Using Pick, List, Evaluate, Active, Supply, and End Strategy towards Students' Writing Achievement for Eleventh Grade of Senior High School Students". Based on her research, the result showed that there was significant effect of using PLEASE strategy on students' writing achievement.<sup>1</sup>

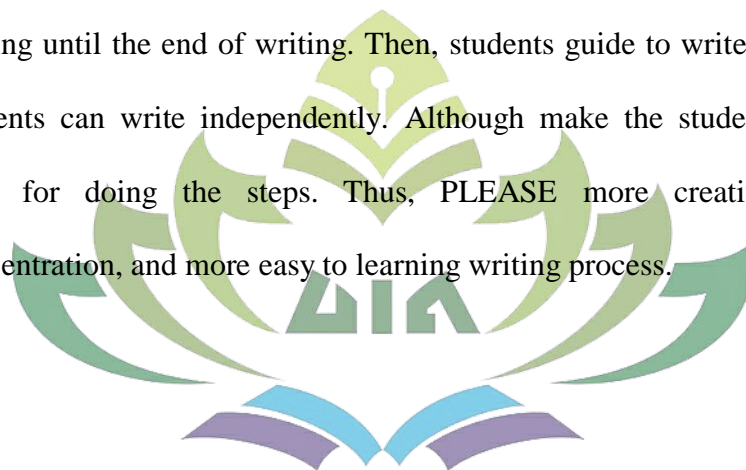
Another research which is conducted by Basri entitled "Improving Writing Skills by Using Please Strategy of Seventh Grade Students at Mts Nurul Falah Air Mesu Pangkalanbaru", also showed that PLEASE is suitable

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<sup>1</sup>Nella Yulastri, *The Effect of using pick, list, evaluate, active, supply, and End strategy toward's students' writing Achievement for eleventh grade of senior high school students*, <http://download.portalgaruda.org/article.php> , accesed on januari 28<sup>th</sup> 2018.p.6.

strategy in improving writing skills. There was a significant difference in improving writing skills between students who were taught by using PLEASE strategy and the students who were not taught by PLEASE. There was a real significance in difference between experimental group and control group.<sup>2</sup> It means that using PLEASE strategy in the teaching and learning of writing process can help to motivate the students to be better in writing.

Based on those explanations it can be concluded that PLEASE strategy is a good strategy that can be applied to help students how start writing until the end of writing. Then, students guide to write step by step so students can write independently. Although make the students spend most time for doing the steps. Thus, PLEASE more creative, interesting, concentration, and more easy to learning writing process.




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<sup>2</sup>Samsul Basri, Improving Writing Skills By Using Please Strategy Of Seventh Grade Students At MtsNurulFalah Air MesuPangkalanbaru.*journal of STUDIA vol 1 no 1 mei*2016, p.46.<http://ojs.stainbabel.ac.id/index.php/STUDIA/article/view/7>, accessed on march 20<sup>th</sup> 2018

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

At the end of the research, the data statistically have been analyzed. Based on the ending, it can be concluded that there the improvement of students' descriptive text writing. The mean score of post-test in experimental class A is statistically higher than the post-test in experimental class B.

It can be concluded that there is difference of students' descriptive text writing outcome between those who were taught through PLEASE strategy and those who were taught through Ideas Details Strategy. The reason for taking this conclusion, it can be seen from Sig.(2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig.(2-tailed) is 0.008. It is lower than  $\alpha = 0.05$  and its mean  $H_0$  was rejected and  $H_a$  was accepted. It means that there are advantages of using PLEASE strategy towards students' descriptive text writing at the second semester of the eighth grade at SMP Negeri 2 Menggala in the Academic Year of 2018/ 2019.

## **B. Suggestion**

Based on the result of this research, the researcher proposed suggestions as follows:

### **1. Suggestion to the teacher**

- a. Considering the PLEASE and Ideas Details can be used to develop and motivate the students' writing ability, the English teacher should PLEASE and Ideas Details as one of the ways in teaching writing especially in recount text because it can help the students easier in written form.
- b. Considering the students' problem in writing ability during the treatments, suggests the English teacher should give the students more exercises to improve their ability in writing recount text.
- c. The teacher should give more chances to the students to be more active that they are able to do those activities by themselves and the teacher should teach the students step by step. Do not jump up to something that students are not able yet. They need guidance at the first time they learn.
- d. The English teachers should provide interesting strategy and materials, in order to prevent the students from being bored, can help students increase their recount text writing ability, and encourage the students' attention in learning English, especially in writing.



## **2. Suggestion for the students**

- a. The students should increase their writing ability, especially in writing descriptive text, because writing is also skills in English that hold many parts of students' activity. By writing a little each day, will help the students more creativity for developing their idea in written form.
- b. The students should study hard and practice more in writing English to improve their writing ability. They also should be active in learning activity.
- c. The students should be creative with their ideas to improve them in learning English well. PLEASE and Idea Details is a strategy which can help them to learn English with creative and enjoy.
- d. The students should learn and be more serious in learning English in order to develop their descriptive text writing skill.

## **3. Suggestion for the School**

- a. The school should provide more modern media when teaching English so they will be interested in learning process.
- b. The school should provide other facilities for the learners to practice English competency.
- c. The school should have English teachers are able make sure that they are teachable and appropriate for the students.

#### 4. Suggestion for the other reserachers

- a. In this research, the treatments held in three times of meeting. The next, researchers can spend more time in giving the treatments to the students, so that they can get enough exercise.
- b. In this research, the researcher used PLEASE strategy and Ideas Details strategy to help students of Junior High School, especially in writing ability. The next, researchers can conduct this strategy on different level of students. It can be applied at Elementary School and Senior High School.
- c. In this research, the researcher focused on the comparative study between the use PLEASE strategy and Ideas Details strategy towards students' writing ability in descriptive text. Therefore, it is suggested for the next researchers to investigate the comparative study between the use PLEASE strategy and Ideas Details strategy towards other English skills such as listening skill, reading skill, and speaking skill.

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